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ABSTRACT

This updated resource manual of racial diversity programs and activities should help promote racial reconciliation and understanding among diverse communities. It includes 72 new programs, and six new Indiana communities actually embracing this challenge have been included: Crawfordsville, New Castle, Plainfield, Seymour, Valparaiso, and Wawasee. Three new categories have been added to the resource manual: Indian-American Services and Events, Persons with Disabilities, and Sexual Orientation. 14 new resources have been listed. The updated manual is not inclusive of all activities and resources occurring in Indiana, nor does the Indiana Civil Rights Commission endorse one resource over another, but it is reflective of some of the diversity programs developed and practiced by Hoosiers. The manual is divided into the following sections: "Index by Activity"; "Index by Location"; "Description of Best Practices, 1999 Edition"; and "Description of Best Practices, 2000 Update." Appendixes contain "Dialogue Guides"; "Additional Resources"; and "Supplemental Materials." (BT)

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UPDATE 2000
Indiana's Best Practices
Celebrating Diversity
Many Communities...One Indiana

A Resource Manual
of
Diversity Programs
&
Activities

Provided By
Indiana Civil Rights Commission

Indiana's Best Practices Celebrating Diversity

Many Communities...One Indiana

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OFFICE OF THE GOVERNOR
INDIANAPOLIS, INDIANA 46204-2797

FRANK O'BANNON
GOVERNOR

Dear Fellow Hoosiers:

I am pleased to present an updated edition of *Indiana's Best Practices Celebrating Diversity: Many Communities . . . One Indiana*, a compilation of successful race relations programs implemented by individuals, organizations and communities in our state. The Indiana Civil Rights Commission has added 72 new entries to this revised manual. Also, six additional cities in Indiana have developed creative examples of their commitment to overcoming racial barriers in their communities.

This updated book is distributed to schools, libraries, mayors and other government officials, law enforcement agencies, churches, service organizations and businesses throughout Indiana. You can also find it on the Internet at www.state.in.us/icrc.

Please use this manual as a resource to aid your community in developing its own method of working together to celebrate diversity. I am confident that each year we will continue to be inspired by new examples of "best practices," which will serve to increase the mutual understanding and respect among all Hoosiers.

Sincerely,

Frank O'Bannon

Frank O'Bannon

RECYCLED PAPER

INDIANA
CIVIL
RIGHTS
COMMISSION

FRANK O'BANNON, Governor

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Dear Friends,

As the Executive Director of the Indiana Civil Rights Commission (ICRC), I am pleased to present an updated resource manual of racial diversity programs and activities currently in progress throughout the State of Indiana.

This updated manual of *Indiana's Best Practices Celebrating Diversity: Many Communities . . . One Indiana* includes 72 new programs promoting racial reconciliation and understanding among diverse communities. Six new Indiana communities actually embracing this challenge have been included: Crawfordsville, New Castle, Plainfield, Seymour, Valparaiso, and Wawasee. Three new categories have been added to the resource manual: Indian-American Services and Events, Persons with Disabilities and Sexual Orientation. Finally, 14 new resources have been listed. This updated manual is not inclusive of all activities and resources occurring in our state, nor does the ICRC endorse one resource or activity over another; but it is reflective of some of the exciting diversity programs developed and practiced by Hoosiers.

As the population of Indiana continues to diversify, it is encouraging to see the celebration of this diversity manifested by these very creative programs. I invite you to peruse this manual and share it with friends and colleagues in your community. I hope that this updated manual continues to inspire us all to create our own "Best Practices."

Sincerely,

Sandra

Sandra D. Leek
Executive Director

"Morality cannot be legislated, but behavior can be regulated." M.L. King, Jr.
An Equal Opportunity Employer
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New Best Practices

will be updated periodically on the Indiana Civil Rights Commission's website: www.state.in.us/icrc

Hard copy updates

will be mailed annually.
To receive a hard copy update, call or fax mailing information to the ICRC.

To submit new Best Practices

use the form on the following page or call ICRC to request a form.

Office: (317) 232-2600
Toll Free: (800) 628-2909
Hearing Impaired: (800) 743-3333
Fax: (317) 232-6580

Indiana's Best Practices Celebrating Diversity

Racial/Ethnic Diversity Programs and Activities

Program/Event Title: ____________________

Sponsoring Organization: ____________________

Address: ____________________
Street City State ZipCode

____
Telephone Fax E-mail Web Site

Contact Person: ____________________
Last Name First Name

Address: ____________________
Street City State ZipCode

____
Telephone Fax E-mail

Additional Contact Person: ____________________
Last Name First Name

Address: ____________________
Street City State ZipCode

____
Telephone Fax E-mail

To include your diversity program/activity in periodic updates of *Indiana's Best Practices Celebrating Diversity* return this form to:

Indiana Civil Rights Commission
Indiana's Best Practices
Judy Kochanczyk
100 N. Senate Avenue. Rm: N103
Indianapolis, IN 46204

Office: (317) 232-2600
Toll Free: (800) 628-2909
Hearing Impaired: (800) 743-3333

Fax: (317) 232-6580
Web Site: www.state.in.us/icrc

Turn to back side...

Where/when do events/programs/services take place: ____________________

Purpose/Mission: ____________________

Description of event/program/service: **(Please attach additional sheets as necessary):**

Why was this project started? ____________________

What benefits have occurred as a result of this Best Practice? ____________________

It would be helpful to include any informational attachments: announcement of event flier, copy of program or agenda, newspaper articles concerning event, logo, etc.

Names of those people/organizations who helped organize/co-sponsor the activity: ____________________

Funding/Donation sources: ____________________

Size of audience/audience feedback from activity: ____________________

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Asian Help Services

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Indianapolis, IN 46205

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Same address/phone above

According to the 1990 Census report, there are over 51,000 people of Asian descent living in Indiana, with almost 15,000 of those in Indianapolis. Asians come to Indiana with their hopes, dreams, and great ambitions, but as they strive to establish themselves, they often feel intimidated by language and cultural barriers.

Established in 1986 by the United Methodist Church Metropolitan Ministries, the AHS is a not-for-profit nonsectarian organization assisting immigrants, business people, and visitors in their transition from Asia to Central Indiana. The AHS provides cultural, language, information, and referral services to create a bridge between the two disparate cultures. Services provided include:

English Classes - The AHS helps new arrivals achieve at least a "marketplace competency" in English; classes are offered at all levels of ability. Tutoring, a tour of housing, and field trips of the area are also available through this service.

Cross-Cultural Counseling - This counseling service assists families and couples who are having difficulty adjusting to the American life-style emotionally, physically, and spiritually.

Medical Assistance - Many Asians work hard, receive low pay, and are not covered by medical insurance. Often times they neglect their health because of the inability to communicate, the inability to pay, or lack of knowledge of available medical services. The AHS connects Asians to health care resources.

Employment Services - The AHS assists Asians in finding secure employment, including information on the existence and location of jobs; they also facilitate Asians with job applications and the job interviewing process.

Interpretation and Translation - Schools, physicians, courts, hospitals, attorneys, etc., often call on the AHS to provide language interpretation and translation.

Advocacy - The AHS assists Asians in pursuing equal opportunities for services in the community.

Citizenship Classes - These classes help Asians to prepare for the Citizenship Examination. Classes include study of the English language, U.S. Constitution, Government, and American History.

Parenting Workshop - This workshop assists Asian parents to understand the needs of their children who tend to adapt to the Western culture more quickly than do the adults. It also helps parents to understand the differences between the two cultures.

Human Relations Department

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Anderson, IN 46016

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Black History Month

To celebrate Black History Month, organizers sponsored a community discussion of issues that have affected the lives of African-Americans from a local historical perspective and the issue of schools' responsibility to accurately teach Black history in the classroom.

Sponsors included the Urban League of Madison County, Wilson Boys & Girls Club, Anderson Chapter of Indiana Black Expo, Martin Luther King Memorial Commission, Madison County NAACP, Anderson Human Relations Commission, and Minority Health Coalition of Madison County.

Elkhart Chapter of Indiana Black Expo

1823 E. Hively Avenue
P.O. Box 2719
Elkhart, IN 46515

Phone: (219) 295-5099
Fax: (219) 295-4544
E-mail: elkhart.black.expo@prodigy.net

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Alma Powell
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Elkhart, IN 46514
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Career Days

During the month of February, the Elkhart Chapter of Indiana Black Expo, in conjunction with the Elkhart Community Schools, organizes five career days for the three middle schools and two high schools. Depending on the school, 350-1000 students participate in each of the career days.

African-American role models are recruited to speak. These include, among others, bankers, lawyers, teachers, directors, police and fire chiefs, building officials, electricians, models, brick masons, and chefs.

The speakers talk to students about personal difficulties and success stories and emphasize the importance of doing well in school. Students are then allowed to ask the speakers specific career questions. This program has been in effect for a number of years and is highly recommended by both students and staff.

Dr.Martin Luther, Jr. King Celebration

In honor of Martin Luther King, Jr. Holiday, the Elkhart Chapter of Indiana Black Expo sponsored a march which began at the Civic Plaza and proceeded to the Community Baptist Church for a free meal and a program focused on youth. The agenda consisted of speakers and entertainment.

EBE

NAACP

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South Bend, IN 46660

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Phone: (219) 262-5559

African-American History Essay Contest

This activity, co-sponsored with the Elkhart Community Schools, acquaints students with black people who have made tremendous contributions to society and encourages students to become better writers.

The contest coincides with the acquisition of books by and/or about African-Americans. Initially, funding was provided through an Indiana Department of Education Grant for $1,400; each of seven schools receive approximately 20 books.

Fourth, fifth, and sixth graders participate in the contest. Students are asked to write an essay of no more than 500 words and must cover one of the 3 subject areas selected by the Education Committee.

The NAACP is responsible for disseminating information, collecting completed essays, and scoring the essays. The winners, along with their parents, are invited to a School Board meeting where students receive gift certificates and U.S. Savings Bonds for a job well done. Savings bonds are $100 for first place, $50 for second place, and $25 for third place at each grade level.

City of Gary

Department of Public Information
401 Broadway; Suite 204
Gary, IN 46402

Phone: (219) 881-1314
Fax: (219) 881-1397

Contact Person:
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Same address/phone above

Harambee

Mayor Scott King and the City of Gary sponsored its first Harambee Celebration in February of 1998. The overwhelming positive response led to a second celebration in 1999.

Gary citizens interested in showcasing their talents attend auditions in January. For a week in February, the City Council Chambers serve as the performing theater from noon to 1:00 P.M. Performers sing, recite poetry, dance, and deliver motivational speeches and historical information on African American life. The week culminates with Harambee, a grand finale on Friday night at the Genesis Convention Center. Admission is free to all events.

Guion Creek Middle School

4401 W. 52nd Street
Indianapolis, IN 46268

Phone: (317) 388-7937
Fax: (317) 298-2794

Contact Person:
Sonja Burdix
Same address/phone above

Pieces of a Dream:
A Tribute to Dr. Martin Luther King

In observance of Black History Month, this collection of vignettes is performed at the Pike Performing Arts Center by approximately 60 students, primarily sixth graders from the Guion Creek Middle School. The dramas include storytelling, rap, and a variety of musical and dance performances.

Written and directed by GCMS teacher, Sonja Burdix, this docudrama showcases African-American history from slavery through the civil rights movement. Portrayals range from Dr. Martin Luther King to Linda Brown, student plaintiff in the landmark case of Brown vs. Board of Education in which the U.S. Supreme Court's ruling led to the integration of schools nationwide. A limited number of performances are available to requesting organizations.

Sonja, who earned the nickname "Rappin Teacher" when she taught in the Indianapolis Public School system, uses rap in her classroom to express some of the frustrations that the students and teachers experience. Burdix considers herself to be an "edu-tainer" because of her combination of education with the arts. She said the production provides a performance outlet to young people who ordinarily would not have such an opportunity to express themselves.

NAACP

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1101 E. Mulberry St.
Kokomo, IN 46901
Phone: (765) 459-5993

Black History Month Observance

The Kokomo NAACP and the Wayman Chapel AME church co-sponsored a two-hour program to celebrate Black History Month. Attended by approximately 350 people, the program featured the first black Indiana sheriff, Sheriff Oatess Archey, with the mayor giving him the key to the city. The youth of the church also contributed to the program by portraying the history of several black pioneers.

Greendale Middle School

200 Tiger Boulevard
Lawrenceburg, IN 47025

Phone: (812) 537-7262
Fax: (812) 537-6385

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E-mail: lgellert@scidata.com

Steve Blackwell, Principal
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Black History Month Activities

To help students and faculty appreciate and celebrate cultural diversity, the school has an annual Black History Month Program, financed from the student activity fund. The activities involve approximately 430 students in grades 6-8 and are held in the media center and the language arts and social studies classes.

Activities include a Martin Luther King essay contest, an inter-disciplinary study of Black history, and a Black history trivia contest. Students are enthusiastic and participation is high in the week-long history trivia contest; prizes include CDs by popular black artists.

GMS

Creating responsible citizens for tomorrow.

Human Relations Commission

Courthouse
Madison, IN 47250

Phone: (812) 265-8300

Contact Person:
Robert Pimlott, Chairman
2421 Wilson Avenue
Madison, IN 47250
Phone: (812) 265-2720 Fax: (812) 265-6569
E-mail: bpimlott@venus.net

Essay Contest

To increase students' knowledge and awareness of Black History Month, an invitation to participate in an essay contest is extended to all schools in Jefferson County. Information about the contest is sent to all school principals and is also announced in the local newspapers.

In 1999 the essay topic was "What Does The Celebration Of Black History Month Mean To Me, And How Does It Affect Jefferson County?" Thirty-five students submitted essays. A first place $50 award and a second place $25 award was given at both the elementary and secondary levels.

City of Carmel

One Civic Square
Carmel. IN 46032

Phone: (317) 571-2488
Fax: (317) 844-3498

Contact Persons:

Faye Graham
Same address/phone above

Jeff Worrell
130 West Carmel Dr.
Carmel. IN 46032
Phone: (317) 581-1551
Fax: (317) 581-1857

International Arts Festival

The Carmel International Arts Festival Committee believes that cultural diversity is a vital element in the richness of the community. The mission is to promote, foster, encourage, develop, and showcase the creative spirit through a multi-faceted celebration of the arts and cultural diversity. The festival is categorized into four areas: performing arts, visual arts, culinary arts, and youth arts. Artists from around the world participate in the event.

Over 7000 people attended the first annual International Arts Festival located in the Carmel Civic Square Grounds. The committee feels that the event offers educational opportunities about the significance cultural diversity plays in the community. The City of Carmel sponsored the event along with Coca Cola, Cinergy, PSI, and a multitude of community volunteers.

Conner Prairie

13400 Allisonville Road
Fishers, IN 46038

Program Information/Reservations
Phone: (317) 776-6006
Toll Free: 1-800-866-1836
Website: www.connerprairie.org

Contact Person:
Media Information
Amy Rubin
(317) 776-6000 Ext:238
E-mail: arubin@connerprairie.org

Follow the North Star

This is a highly interactive simulation of the Underground Railroad experience where visitors participate by becoming and being treated like runaway slaves. The program is a sensory and emotional testament to the perseverance of African-Americans for freedom. The hour and a half program begins with an orientation and film in the Museum Center. Participants then traverse approximately two miles over the museum's hilly terrain and end the Underground Railroad experience with a debriefing session.

Visitors travel back through time and slowly feel their civil rights being stripped away. As fugitive slaves, they encounter a wide range of people and events that constitute the social and racial mood of the time: an illegal slave sale, a reluctantly helpful farm wife, and a slave hunter who sees runaway slaves only as dollar signs. Finally, a Quaker abolitionist family helps the slaves on their road to freedom by leading them to a free black family who provides them with a map to Robert's Settlement, one of Indiana's historic free black communities.

Although a free state in 1836, Indiana was often as harsh to blacks as any southern plantation. Free blacks were required to post a $500 bond to ensure they wouldn't become "burdens" upon the state. Indiana law further prohibited helping runaway slaves by requiring the return of escaped slaves to their masters. Captured runaways often faced harsh and dehumanizing treatment in Indiana.

The program is available to those age 12 and older. The cost for schools is $6 per student, during daylight hours. The cost to the public is $15 for non-members and $12 for members from 7:30-9:30 p.m.

Sponsorships for Follow the North Star are provided by American United Life Insurance Company and the Indianapolis Water Company Resources Corporation. Additional support is provided by the Indiana Humanities Council and the National Endowment for the Humanities.

Conner Prairie.
an Earlham museum

Eiteljorg Museum

500 W. Washington St.
Indianapolis, IN 46206

Phone: (317) 636-9378
Fax: (317)264-1724
Website: www.museumswest.org

Contact Persons:

Harvest Celebration/Powerful Images	Powerful Images	Harvest Celebration
Cindy Dashnaw	Arnold Jolles	Cynthia Schoolcraft
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E-mail: cdashnaw@eiteljorg.com	E-mail: ajolles@eiteljorg.com	E-mail: cschoolcraft@eiteljorg.com

Harvest Celebration

The traditional American Thanksgiving feast evolved from the harvest celebration which Native Americans had celebrated for thousands of years. For four evenings in November of 1998, the Eiteljorg Museum hosted its first dinner program, recreating with food, stories, and music the celebrations which might well have taken place among the Indian Woodland culture, indigenous to Indiana.

Participants enjoyed a seven course meal while two Native American food experts explained the history and source of the ingredients used in preparation of the recipes. Marsh Supermarkets sponsored the event for an audience of 60 people each of the four evenings. Program dates for 1999 are November 16-19.

HARVEST
CELEBRATION

The Harvest Celebration also provides an educational outreach opportunity as more than 2,500 teachers receive curriculum guides, including stories, activities, and lesson ideas for teaching their students about Native Americans.

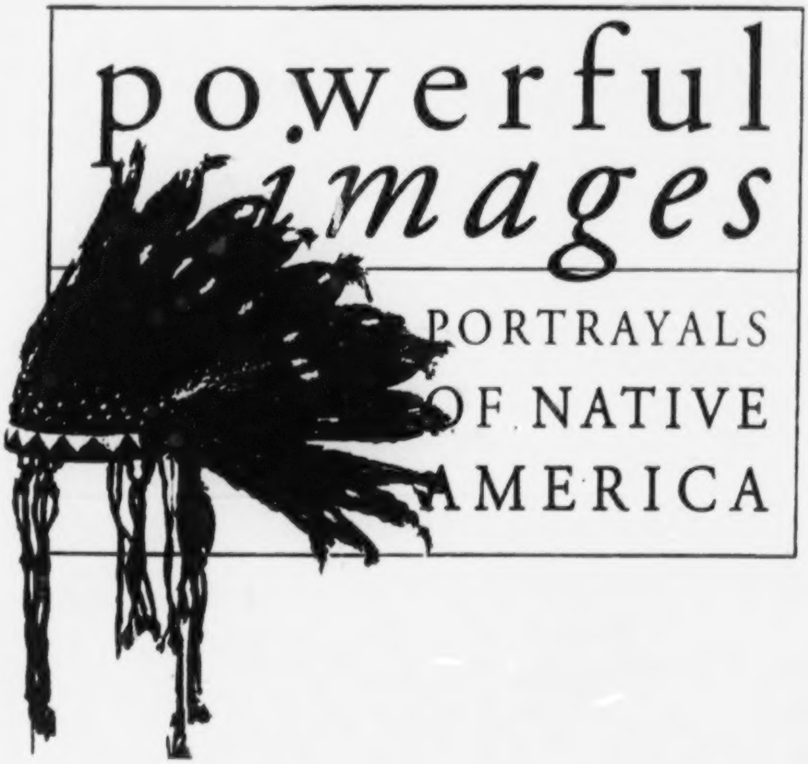
Powerful Images: Portrayals of Native America

The exhibition compared the "popular" images of Native Americans in literature, art, film, and advertising with how Native Americans represent themselves through their own artistic expressions. Materials ranged from paintings and sculptures to children's toys and neon signs.

Curator of the Eiteljorg's Native American Art and Culture and member of the Iroguois nation, Ray Gonyea says, "The show is about misinformation and the harm it does to individuals and their cultures. It deals with stereotypes - where they came from, why they continue, and how they can be corrected. People tend to see us as one large group rather than distinct cultures. Native America consists of more than 500 cultural groups with diverse languages, customs, clothing, lifestyles, and religious practices."

The Exhibition was sponsored nationally by Ford Motor Company and locally by Conseco, Inc. and Baker and Daniels. Museums West, a consortium of 10 museums in North America, created the exhibition.

The educational outreach included lectures, family classes and workshops, and family activity guides. For teachers and students, there were accredited workshops through IUPUI.


powerful
images
PORTRAYALS
OF NATIVE
AMERICA

Freetown Village

To Schedule Programs:
Freetown Village
P.O. Box 1041
Indianapolis, IN 46206-1041
Phone: (317) 631-1870 Fax: (317) 631-0224

Office and Museum Store:
Madame Walker Urban Life Center
617 Indiana Avenue, Suite 200
Indianapolis, IN 46202
Website: www.freetown.org

A Living Experience in Black History

As a result of her desire to teach the public about African-American history in post-Civil War Indiana, Ophelia Umar Wellington founded Freetown Village in 1982. Freetown offers a variety of activities and events:

Touring Troupe- Depicting the lifestyles of free African-Americans in Indiana during the year 1870, a new play is produced each year and presented at schools, churches, civic functions, festivals, and celebrations. The characters interact with the audience as they talk about work, family, women's rights, education, and other concerns of the time.

Craft Workshops- Freetown interpreters tell folk tales while visitors try their skills at candle dipping, quilting, making homemade ice cream, and using a butter churn. These participatory workshops can be tailored to fit any age group or audience size.

Heritage Workshops- Participants can trace their family genealogy, develop a family archive, or build a time capsule. Indiana schools and non-profit organizations may qualify for funding assistance to bring the Craft or Heritage workshop to their own location. For more information, contact the Indiana Arts Commission.

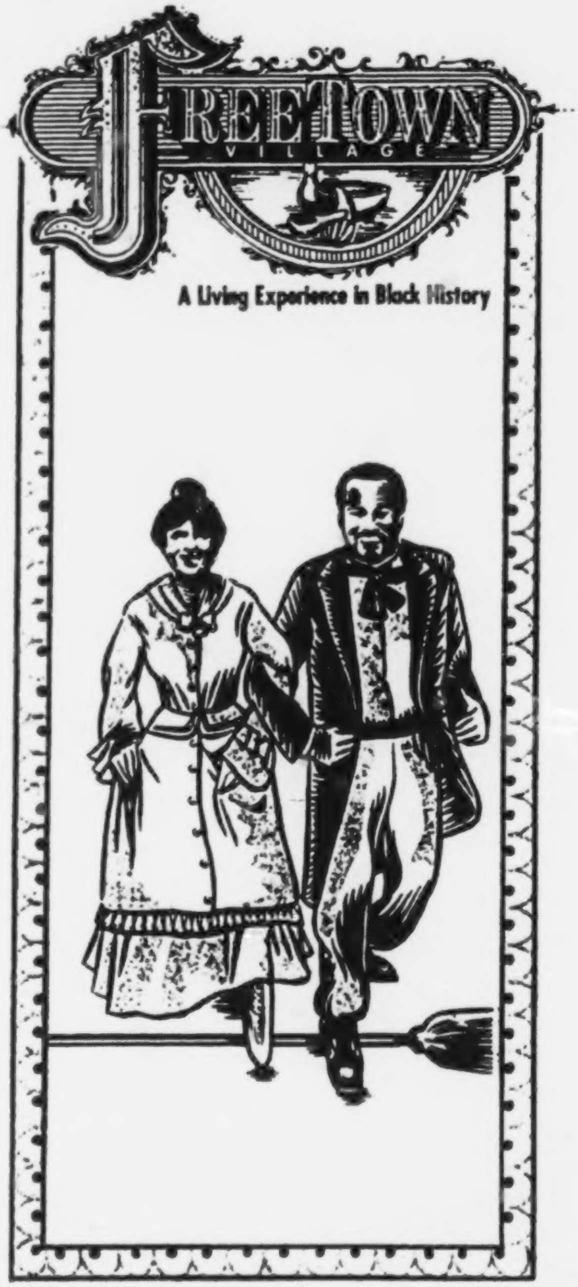
State Museum- Freetown Village's costumed characters can be visited at the permanent living history exhibit Tuesday through Saturday from 9:30-1:30, and Sunday from 1:00-4:00.

Christmas- A one-act play illustrates the holiday beliefs and traditions of Indiana's African-American communities in 1870.

Wedding- Visitors become guests at a wedding re-enactment and "jump the broom" as they celebrate the gala occasion. Music, food, and dancing are all part of the festivities.

Evening Dinner- This is a memorable evening of African-American cuisine and authentic period entertainment. Freetown characters host the dinner, complete with before and after dinner parlor games, storytelling, and music. Dinner programs are offered periodically and can also be arranged for private parties.

Museum Store- The store features handmade crafts, period toys, and a large selection of hard-to-find books about African-American history and culture. The Museum Store is located at the Madame Walker Urban Life Center, 617 Indiana Avenue.


FREETOWN
VILLAGE
A Living Experience in Black History

Indiana Black Expo, Inc.

3145 N. Meridian
Indianapolis, IN 46208

Phone: (317) 925-2702
Fax: (317) 925-6624

Contact Person:
Theresa Stevenson
Same address/phone above
E-mail: tstevenson@ibeonline.com

Summer Celebration

Founded in 1970, this event showcases the achievements of African-American art, culture, history, and economics and is currently the longest running and largest cultural event of its kind in the nation, with approximately half a million people in attendance.

Held at the Indiana Convention Center, various entertainment and intellectual stars and guests appear throughout the week. There are also over 1,000 consumer exhibits featuring small businesses, corporations, and not-for-profit organizations. Exhibitors offer African-American art, fashions and apparel, music, and other ethnic goods. Events include:

Age of Communication Village- This pavilion features a dome/antenna design that beams and receives communications around the globe, interactive programming, live video conferencing, video conference seminars, and a 20 x 20 foot video wall.

Kids World Indoor Amusement Area- This site includes space walls, a petting zoo, go carts, the Colts Fun Zone, virtual reality games, a carousel, a fire house, and the NBA Jam Van.

Music Heritage Festivals- Four musical events occur: a free to the public concert at the American Legion Mall on Friday night, two paid concerts featuring R&B singers on Saturday, and a concert of noteworthy gospel singers on Sunday.

Business Workshops- Workshops include lending and technical assistance initiatives for minority owned businesses and grant writing for those interested in accessing government and private corporate funding.

Minority Health Fair- This event is sponsored by the Indiana State Department of Health. Dozens of free screenings and testings are available.

Employment Opportunity Fair- This job fair offers free resume services to job candidates, on-the-spot testing, applicant screening, and interviewing with potential employers.

Indianapolis Museum of Art

1200 West 38th Street
Indianapolis, IN 46208

Phone: (317) 923-1331
Fax: (317) 931-1978
E-mail: ima@ima-art.org

Contact Persons:

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Same address/phone above

Carol White
Same address/phone above

AfricaFest

To celebrate African and African-American culture, this annual one-day event in August, is held on the IMA grounds.

AfricaFest features a variety of family-oriented activities that showcase African cultures, art, history, and traditions. Activities include special gallery exhibitions, puppet shows, storytelling, and artist demonstrations. Entertainers, marketplace vendors, a food court, and community service organizations also add to the festivities.

Admission is $3.00 for adults, and children under the age of twelve are admitted free. Approximately 5,000 people attend this annual celebration.

AfricaFest

Performing Arts Council

P.O. Box 13
Logansport, IN 46947

Phone: (219) 753-3876

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Logansport, IN 46947
Phone: (219) 722-3331

Hispanic Arts in Education

Performing Arts Council (PAC) member, Kyle Hall, said, "Getting 20 people to Logansport from Mexico was enormously difficult; the event had to be rescheduled due to visa complications...but with more people of Hispanic descent moving to the area, the PAC thought it would be good for students and residents to experience the culture of their new neighbors."

The Mexican folk dancers performed in 12 area schools, with a total audience of over 4,600 students, and at the Family Fine Arts Festival with approximately 200 people in attendance. The dancers wore costumes representing the different regions of Mexico.

Organizers reported enthusiastic support and appreciation for the performances. They said Hispanic students were very proud to share their culture and enjoyed answering fellow classmates' questions about their country. In advance of the performances, study guides were distributed to the schools to help teachers familiarize their classes with the culture of Mexico.

Host families took the performers in for their 2-week stay. The Family Fine Arts Festival was so pleased with the community's response and participation in the Mexican folkdancing performance, that the decision was made to include a cultural performing group annually. "Drums of West Africa" is being considered for this fall by the Arts' Council and Family Fine Arts Festival Committee.

Salute to Mario Lanza

With a strong long-standing Italian influence in the Logansport community, the PAC and the Order of Sons of Italy in America co-sponsored an opera medley, "Salute to Mario Lanza," at the high school's McHale Auditorium.

City of West Lafayette
West Lafayette Parks & Recreation Dept.

Morton Community Center
222 N. Chauncey Avenue
W. Lafayette, IN 47906-3006

Phone: (765) 775-5120
Fax: (765) 775-5123
E-mail: morton@wlpr.wintek.com

Contact Persons:

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Pennie Ainsworth
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Global Fest

Global Fest is held the Friday and Saturday of Labor Day Weekend to celebrate the community's international heritage. Audiences are treated to two days of non-stop entertainment from around the world. While vendors and displays vary from year to year, the 5th annual Global Fest in 1998 had 16 cultural displays, 15 handicraft marketplace booths, and 14 food vendors.

The audience averages 4,000 people each year. Funding comes from local business and industry donations. Booth fees also help to defray the cost of the festival.

Global Fest

Celebrating Our Cultures

First Presbyterian Church

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The First Presbyterian Church sponsored a six-week series of one-hour race relations and civil rights discussions following the Sunday church services. The purpose of the discussion series was to gain a better understanding of Martin Luther King's ministry, the challenges he saw, and the work remaining to be done.

Speakers for the discussions were:

- Otis Turner of Racial Justice Policy Development Associate for the Presbyterian Church USA, on the subject of Martin Luther King
- Arlette Cooper Tinsley, Director of Columbus Human Rights Commission, and Lorraine Smith, Deputy Director of Columbus Human Rights Commission, on the topic of economic and social challenges
- Gwen Wiggins, Executive Director of Columbus NAACP, speaking on local challenges
- Sheryl Owsley-Jackson, Journalist, on the subject of cultural diversity and Christian responses
- Sandra D. Leek, Executive Director of Indiana Civil Rights Commission, speaking about hate crimes
- Otis Turner, led the discussion on the audience responses to individual, congregational, community, and national diversity issues and concerns

Baha'i Spiritual Assembly

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Founded in the mid-nineteenth century, the Baha'i Faith has since spread to some 232 nations and territories and is now accepted by over five million people. The word Baha'i means "follower of Baha'u'llah," who was the Prophet-Founder of the Faith, and whose message is that of unity. He taught that there is only one race - the human race.

Baha'is view racism as America's most challenging issue, an issue that to the degree it is resolved, will have a significant impact on establishing world peace. For over a century, the U.S. Baha'i commitment to racial integration and equality has been expressed internally by creating a diverse and unified religious community and externally through its efforts to improve the conditions of minority groups and to achieve racial integration and justice throughout America.

Since long before the Civil Rights Movement, American Baha'is have regularly held desegregated meetings and Race Amity or Race Unity conferences. Since 1957 Baha'is have commemorated Race Unity Day on the second Sunday in June. Each February, the Baha'i community also hosts the Interfaith Alliance Indianapolis's commemoration of Dr. Martin Luther King, Jr's birthday.

Even Baha'i children have taken a stand on the vital and challenging issue of race relations, organizing Calling All Colors conferences to teach their peers about race unity. The Dawnbreaker Baha's Youth Workshop is available for performances. Their performances deal with issues of racial, ethnic, and sexual inequality and include dance, poetry, and drama. They perform free of charge.

The following materials/programs are also available:

- "Power of Race Unity" video, approximately 30 minutes in length
- "Where Would the World Be Without Black People" pamphlet
- "Dialogues for Healing of Racism" program is available for facilitation

In addition to these formal initiatives, countless bonds of friendship and interracial marriages have developed among this diverse community of believers.

Castleton United Methodist Church

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Interfaith Hospitality Network

The church provides shelter for up to 14 homeless people in the main church building, 4-5 times a year. They are taught skills that help them, upon "graduation" from the program, to become self sufficient instead of homeless and dependent.

Exodus Refugee Sponsorhip

This year the church sponsored a Bosnian family of 5 by helping them enroll the children in schools and arrange for medical services, welfare applications, social security, etc. This program helps to integrate refugees into the country when politics and war threaten their lives.

Fletcher Place

The church funds a program that provides meals and education for lower socioeconomic people; the youth group also goes to Fletcher Place once a week to tutor multiracial kids.

Nursery School

The nursery school uses ethnic dolls and toys to teach multicultural diversity to the young children.

Prison Ministry

Several members of the church make weekly visits to prison inmates who are considering active participation in the church or even a career in the ministry upon their release.

Pick-A-Star Delivery

Christmas gifts are delivered by volunteers to inner-city African American families.

Celebration of Hope

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Contact Persons:
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Celebration Of Hope started with two pastors who were friends, one African-American and the other Caucasian. Bishop T. Garrott Benjamin, Sr., senior pastor of Light of the World Christian Church (Disciples of Christ), a predominantly Black congregation, and Dr. William G. Enright, senior pastor of Second Presbyterian Church, a predominantly Caucasian congregation, came together and envisioned Celebration of Hope.

The two pastors brought their two congregations together to worship in an annual service. In its third year, the service became community-wide and was held at Butler University's Clowes Hall. As the event continued to grow, it was held the fourth and fifth years at Market Square Arena; it was during the fifth year that the service began to be televised locally.

Each year the service has a mission offering and reaches out to those less fortunate both here and abroad. In 1999, Celebration of Hope grew into an ecumenical movement with a variety of ministries whose purpose is to transform Indianapolis by building bridges of racial respect. Monthly focus groups gather to share stories and address racial reconciliation issues. A prayer group meets each month to dedicate an hour of prayer to racial reconciliation. Churches have engaged in pulpit, choir, and congregational exchanges. Localized community-wide worship services are held in the church. The year 2000 service will focus on youth.

Celebration of Hope

Episcopal Diocese of Indianapolis

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Diocesan Task Force on Racial Reconciliation

In 1997, the Task Force was charged to respond to the call by the National Church to begin an open dialogue on racism and to examine ways in which individual dioceses could address issues of racial reconciliation in their own congregations and communities. The Episcopal Diocese of Indianapolis (EDI) proposed a comprehensive approach towards racial reconciliation that would include gathering and distributing information about the history and contributions of various ethnic and cultural groups within the diocese, the development of resources for use by congregations, workshops and presentations, fostering opportunities for shared worship, and recruitment and support for people of color in lay and ordained ministry.

The EDI launched "Living God's Dream," a program of seasonal events, conversation, and reflection designed to increase awareness of cultural diversity within the Diocese and to provide opportunities to live the Baptismal vow to seek and serve Christ in all persons. The program:

- Developed two resources for distribution to congregations: "Do You Hear What I Hear?", a Bible study for racial reconciliation; and "A Diversity Source Book," a supplemental "lesser feasts and fasts" designed to highlight the contributions of individuals from various cultures to the understanding of ministry and service to God. Copies of the publications are available by contacting Reverend Dorothy Lee.

- Co-sponsored two Absalom Jones Day Celebrations

- Hosted a "Celebration of Anglican Diversity," a festival of food, dance, and games

- Launched "Through Our Eyes," a series of evenings in conversation with four prominent clergy women of color

Indiana Partners For Christian Unity and Mission

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Task Force on Racial Reconciliation

Hosted by Second Presbyterian Church in Indianapolis, over 100 bishops, preachers, priests, and lay leaders, many of whom were veterans of the civil rights and ecumenical movements of the 50's, 60's, and 70's, attended the second Indiana Conference on the Church entitled "Racial Reconciliation: Moving from Dialogue to Action."

Working in small groups, participants talked about their own visions for race relations and about barriers to reconciliation. The keynote speaker was Irma Tyler-Wood from Conflict Management, a Boston firm that has mediated conflicts nationwide, in Canada, and South Africa. Irma addressed the subject of racism, both individual and institutional. Her goal was to raise awareness, provide the latest thinking, and give participants the tools for change.

She challenged the audience to move beyond talking about racism to taking steps to heal the wounds. One participant was quoted as saying, "This is one of the most powerful workshops I've attended in my 25 years of continuing education."

Funding was provided by IPCUM and a $4,000 grant from the Lilly Endowment. The work of the Task Force on Racial Reconciliation is an on-going project.

Interfaith Alliance Indianapolis

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The IAI is a coalition of Baha'i, Catholic, Jewish, Muslim, Protestant, and Unitarian-Universalist congregations and individuals; as of July1998, the coalition consisted of 26 member organizations. Since 1985, the IAI has been providing educational programs and opportunities for dialogue to build bridges of understanding among people of various backgrounds. Some of the activities include:

Muslim Focolare: An Interfaith Dialogue - This program updated the Indianapolis Community on the Muslin-Christian dialogue that took place in Rome in June of 1998.

Interfaith Prayer for World Peace - The greater Indianapolis community is invited to come together to celebrate and share the hope for peace and justice throughout the world.

Celebrating Marriage: An Interfaith Conversation - Representatives from several local faith communities discuss wedding rituals, customs, and theologies of marriage within their respective religious traditions. Some time is devoted to their perspectives concerning interfaith marriages.

From Dreams to Reality: Racial Unity from the Baha'i Perspective - The Baha'i Community commemorates Martin Luther King's birthday with music, prayer, dramatic presentations, and a discussion of racial equality.

Interfaith Youth Choral Concert - Youth choirs from the IAI membership congregations perform music from their various religious traditions.

Interfaith Seder - The Seder is a special meal of observance during the Jewish holiday of Passover. Stories of tradition give meaning to the various symbols of the meal. Led by a Rabbi and a Cantor, the Seder is explained step-by-step.

Hamilton Niss Memorial Award - This award and honorarium goes to a high school junior who has demonstrated interfaith understanding and community service.

Islamic New Year - The Islamic Community celebrates the Islamic Year 1420 AH. The program includes a display of Islamic art and books, prayer, a question-and-answer session, and Middle Eastern food.

Jesus the Messiah Church

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Kathy Rogers
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Five years ago this all-white church started an aggressive campaign to recruit multicultural members. With a membership of approximately 180 people, the congregation is now 35 percent black and 5 percent hispanic; their worship services are accordingly multicultural in nature.

One of the church's outreach activities is to take the church bus out into the community and perform puppet shows for the kids, encouraging not only the children, but also their parents to become involved with the church.

A professor and students from Butler University come to the church each week to provide tutoring to the multiracial/ethnic youth group.

A food pantry which feeds 50-70 people each week is another one of the church's programs. The pantry staff is multicultural and converses in Spanish for their Spanish-speaking clients.

Lawrence United Methodist Church

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Contact Persons:

Congregational Membership	*Our Place Child Care Ministry*	*Lawrence Summer Kids' Club*
M. Bert Kite/Senior Pastor	Sarah Sim	Jane Ann Steiner
Rose Murphy	Priscilla Mercer	Dr. Kathy Barlow

Congregational Membership

With a membership of over 800, the Lawrence United Methodist Church has for the last five years made an intentional effort to incorporate racial diversity into their congregation. They now have 35 African-Americans, 2 Asian members, and 1 Native-American who participate actively in the life of the church.

It is a matter of policy to accept all of God's children as being equally loved. The Church makes it known that it will tolerate no rudeness or exclusion by members of the congregation. If anyone insists on being prejudiced, they are free to leave and join a congregation where they will be happier.

Our Place Child Care Ministry

Currently there are 27 children in this new program with additional children enrolling almost weekly. There are 9 full-time teachers, 1 part-time teacher, and a 14 member Board of Directors. The director is Asian; one of the teachers is African-American; and another is Latino.

Lawrence United Methodist Church is pleased with this ethnic mix, both as a witness to the community, and also for the sake of the diverse children. The program accepts infants to prekindergarten and handicapped children.

Lawrence Summer Kids' Club

This is an 8 week shared summer program, with 4 weeks held at the St. Lawrence Catholic Church and 4 weeks at the Lawrence United Methodist Church; the Board of Directors also consists of half of its members from each church. Approximately 90 elementary children and 12-15 adult and high school teen leaders are involved in the program.

A safe caring environment is provided for the community's children who are on summer vacation. Multiethnic and multiracial Bible stories are taught; the children also perform community service projects that help them learn to interact with racial, ethnic, cultural, and economic differences. For example, the children make arts and crafts and take them to multicultural nursing homes.

The biggest challenge has been to raise adequate funds to conduct the program as it was envisioned. Primarily, the program is funded by the camp fees, although a percentage of the young people attend on scholarships. The program also receives support from Cops for Kids, the South Indiana Conference of the United Methodist Church, and the United Methodist Metro Ministries.

The program was a result of the 1991 race riots in Los Angeles. Primarily a white church, it was the Lawrence United Methodist Church's desire to relate to the racial minorities in the community in a sharing, friendly, meaningful way, as a bridge opportunity to the neighborhood. At the same time, St. Lawrence Catholic Church mandated its Director of Religious Education to bridge with the neighborhood. The two churches combined their effortss to create this opportunity to teach children not only to share in an inclusive summer camp experience, but also to learn skills of handling anger and to perform services together on behalf of a shared community.

Second Presbyterian Church

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Take It To Town

Each year some 300-350 members of the Second Presbyterian Church go out into the community to do clean-up and fix-up projects. Primarily a white church, the teams pair up with members of racially and ethnically diverse workers at the site locations.

In 1999, the teams will be going to sixteen different project sites throughout the city. Funding for supplies comes from the church and the sponsoring work sites.

The majority of projects are designed for adults and families with children ages 10 and older. An Eagle Creek Trail clean-up project allows for families with children 5-10 years of age.

St. John's Missionary Baptist Church

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Fax: (317) 636-9754

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Same address/phone above

Phillip Shobe
Same address/phone above
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St. John's Ministries

The Brotherhood Ministry consists of the adult men of the church who are involved in a program for the youth incarcerated at the Plainfield Correctional Facility. Monthly meetings are held, and guest speakers are presented. Bible teaching is also done in an effort to teach the young men how to live better upon their return to society. This event is co-sponsored in conjunction with a group of adult Caucasian men from the Mooresville Methodist Church to show that Christians of all races can work together in harmony.

The Sisterhood Ministry consists of the adult women of the church. They actively support the Church Federation and the Church Women United programs. Christian women of all races and religions meet to work and pray for various causes.

The church's pastor, Reverend Phillip Shobe, was involved with the Billy Graham Crusade when it convened in Indianapolis in 1999. The pastor and select members of the church served in many capacities of the Crusade.

SAINT JOHN'S
MISSIONARY
BAPTIST CHURCH

All Saints Parish

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Logansport, IN 46947

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Contact Persons:

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Reverend Alejandro Paternoster
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Reverend Leo Haigerty
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Minority Ministries

For the Hispanic/Latino population, there are special Masses in Spanish on the second and fourth Sundays of each month at 5:00 P.M. The missalettes used for Mass are now in Spanish as well as English. Each year the parish celebrates the Feast of Our Lady of Guadalupe with a fiesta following. Palm Sunday and Good Friday observances, baptisms, marriages, quinceaneras and presentations are regularly scheduled in Spanish. The Parish also works with other churches in the area to help organize local Latino festivals.

A fluent Spanish-speaking staff member acts as an interpreter when needed. Some members of the parish help the Latinos to learn English. Spanish is taught in All Saints School from kindergarten through 8th grade.

The Vietamese population also receives pastoral services. They are welcomed to parish liturgies and are also helped to learn English.

Martinsville Ministerial Association

First Presbyterian Church
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Community Racial Reconciliation Celebration

This event was celebrated in January 1999 in conjunction with Martin Luther King's birthday. Martinsville High School hosted the African American Choral Ensemble from Indiana University. Following two keynote speakers, the Martinsville High School Festival Chorus joined with the Choral Ensemble during part of the performance. The final segment of the program's hand-clapping, foot-stomping, and gospel tunes brought the audience of approximately 300 people to their feet.

After the performance the Ensemble joined the Martinsville Chorus for dinner in the cafeteria. Said Janice Wiggins, director of the African American group, "If this is not the true meaning of what Dr. King believed in, I don't know what is."

Embracing Communities

To help heal the racial strife and community condemnation that grew out of a racial incident during a high school basketball game between Bloomington North and Martinsville High School, the Martinsville Ministerial Association and several Bloomington-area churches joined forces to host "Embracing Communities" at the Martinsville High School.

A crowd of approximately 300 people were treated to a free continental breakfast; musical entertainment by the combined choirs; and guest speaker, Dr. Raleigh B. Washington, minister of the Rock of Our Salvation Evangelical Free Church on Chicago's west side. Dr. Washington is a nationally known leader in racial reconciliation, president of the board of directors for Circle Urban Ministries, national vice-president for Promise Keepers Reconciliation, and author of *Breaking Down Walls: A Model of Reconciliation in an Age of Racial Strife.*

Islamic Leader Speaks to Ministers

Dr. Sayyid Muhammad Syeed, general secretary of the Islamic Society of North America, spoke to Martinsville area ministers. Syeed emphasized the need for the various faiths to work together for common purposes.

Martinsville Churches

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First Presbyterian Church
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Faith Church

Since 1995, Faith Church has included two racially diverse activities in their worship services each year. These activities included:

- An African Choral Exchange
- Ken Johnson, chaplain for the Indianapolis Colts, addressed the congregation on several occasions
- Music and speaker from the New Life Choir in Richmond
- Music and speaker from the Pathway Baptist Church in Indianapolis
- A youth basketball exchange between Faith Church and inner-city Indianapolis youth

First Presbyterian Church

Several activities were instituted to develop spiritual insights and resources for dealing with race related issues. First Presbyterian's minister, Reverend Christy Wareham, delivered a series of sermons and other educational presentations on racial diversity.

Sam Jones, President of the Indianapolis Urban League, spoke from the pulpit; and Reverend James Chol, a Sudanese refugee, also addressed the congregation concerning Martinsville's racial issues.

Butler University

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Celebration of Diversity

Butler University's Celebration of Diversity is a comprehensive recognition of the contributions of African-Americans and other ethnic cultures to American history and society. Promoting ethnic diversity is an integral goal of the University's mission statement. Through multicultural interaction and awareness, the Celebration, which has become one of the largest collegiate diversity observances in the Midwest, facilitates a greater appreciation of the inherent complexities and commonalities of the global community. Program highlights include:

- Dr. Martin Luther King, Jr. Luncheon Symposium
- African American Music Heritage Festival
- Women's History Month
- Celebration of Diversity Film Series
- Black Student Union
    - "Showtime on Sunset" Midwest Collegiate Talent Competition
    - GospelFest
    - Campus Style Fashion Show
    - Cultural Fair
    - Unity Ball
- Celebration of Diversity Distinguished Lecture Series
    - Dr. Maya Angelou, Inaugural Poet, Author, Actress, and Director
    - Carole Simpson, Journalist and ABC Evening News Anchor
    - Dr. Joseph Lowery, Civil Rights Activist
    - Spike Lee, Actor and Director
    - Dr. Joycelyn Elders, Surgeon General of the United States
    - Kimberly Aiken, Miss America 1994
    - Dr. Benjamin Chavis, Civil Rights Activist
    - Dr. Makiziwe Mandela, Educator and Daughter of Nelson Mandela
    - Robert Townsend, Actor, Director, and Comedian
    - Dr. Bertice Berry, Award-winning Lecturer, Comedienne, and Talk Show Host
    - Morris Dees, Co-founder and Chief Attorney of Southern Poverty Law Center
    - Myrlie Evers-Williams, Chairperson National Board of NAACP Directors

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Multicultural Resource Center

The Multicultural Resource Center (MRC) provides a collection of resources, art, artifacts, and cultural programs that celebrate the inherent diversity within the Butler community and the global society. Some of the MRC programs include traveling exhibits, a monthly international cinema and cuisine festival, cultural workshops, the annual African-American History Study Tour, and a Culture Club. The Club provides students with opportunities to recognize multicultural contributions to the performing arts and develop an appreciation of multicultural heritage by attending a myriad of arts and cultural performances at Clowes Memorial Hall and other venues in the greater Indianapolis community. A partial list of the MRC's materials include:

- African American History
- Cross-Cultural Communication
- Ethnic Minorities
- Gender Issues
- Race and Ethnic Relations

Leadership Development and Social Interaction Programs

Roads to Understanding: Multicultural Leadership Roundtable- This program was implemented to facilitate interaction between multicultural students and the surrounding Indianapolis community through a monthly dinner forum with community leaders.

Adopt-A-School- Co-sponsored by the Black Student Union and Multicultural Affairs, this program establishes a community partnership throughout the academic year with at-risk students from targeted local high schools. Butler students serve as volunteer mentors and tutors for the high school participants.

Outstanding Multicultural Student Award- This award recognizes a graduating senior who has maintained at least a 3.0 grade average, excelled in campus leadership and community service, and served as a role model for multicultural students and peers.

Multicultural Leadership Council- The council provides increased communication and interaction among multicultural student leaders. The council meets on a monthly basis to discuss student issues and cooperative coordination of programs, activities, and service-learning projects.

B-STAR (Butler Students Teaching Against Racism)- Students in the B-STAR program are actively involved in the celebration of diversity and multicultural awareness within the campus community and the global society. Participants are trained to facilitate informal group dialogues, programs, and displays on diversity issues within residential housing units.

Club 326- The Office of Multicultural Affairs and the Black Student Union co-sponsor biweekly socials open to the Butler community. Pizza, movies, music, games, and informal rap sessions make Club 326 the place to be on Friday nights. Other activities provided are cosmic bowling, shopping trips, restaurant visits, skating parties, cultural experiences, ethnic dinners, barbecues, and the annual Circle City Classic football game.

Multicultural Affairs

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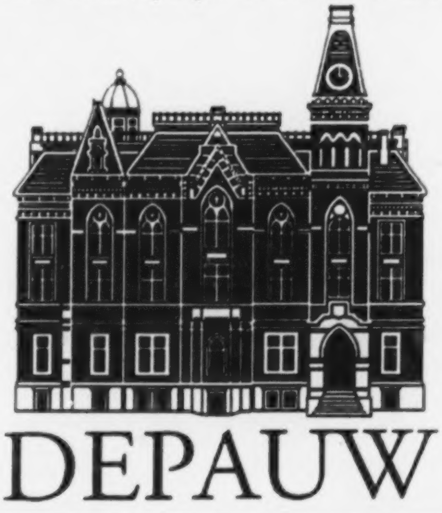
Creating Community: Continuing the Conversations on Race

Interest in starting study circles at DePauw University was sparked by a "Conversations on Race" speaker series in the fall of 1997. Using the Study Circles Resource Center's dialogue guides, the first three study groups met in the fall of 1998. Originally, the study circles were composed of all students or all staff, but recently students and staff have come together to discuss race and race relations. Groups are composed of 8-10 participants and 2 facilitators.

Fifteen years ago, 2 percent of DePauw's student body was composed of students of color. Today, the student body is composed of 6.3 percent African-American, 2.8 percent Hispanic, 1.7 percent Asian, 1.5 percent Multi Ethnic, 1.2 percent International, and .5 percent Native American.

Freshman Todd Rainer feels that race relations are a problem at DePauw as he says, "Everywhere you look, you don't see people sitting with people of other races. I think there is a solution, and the only way to find it is if people start to talk about it."



DEPAUW

Goshen College

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Anti-Racism Training

Dr. Zenebe Abele, vice-president of multicultural education, says, "The rapid influx of Hispanics into Elkhart County, the presence of the KKK, and the continued relational challenges of diverse people living and working together are important realities for area churches and institutions. There are many good efforts in place to work at these issues. Many people are already active in some way or another. Others are looking for meaningful ways for their church or institution to enter into the work of dismantling racism."

Dr. Abele feels that the best of efforts cannot succeed without the foundation of an in-depth analysis of the meaning and causes of racism. It is not enough to simply want to stop racism; people must take the time to sort through history and the ways that racism has been institutionalized in the culture. As a result, Goshen College hosts a two-and-a-half day anti-racism training that lays the groundwork for dismantling racism in the Goshen community and the surrounding area. The training provides a shared analysis of institutional racism, a framework for applying that analysis to institutions and communities, and familiarity with tools to move forward. Over 1000 people have participated in the anti-racism workshop which is required of all new, incoming, first year students. Many of the workshops are open to the public.

To date, Goshen College has 16 staff, faculty, and administrators who are trained to facilitate the workshops. Facilitators are trained by a program called "The Damascus Road" which refers to the process of transformation that Saul experienced on the road to Damascus, inspiring him to help structure the Christian community.

A course, Analysis of Racism and Power, has also been developed and will be offered each spring semester.

President's Commissison on Ethnic Diversity

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One of Indiana State University's 1994 Strategic Plan goals was to implement strategies to enhance and advocate multicultural and international values; as a result, a President's Commission on Ethnic Diversity was established. This diversity initiative encompasses constituency groups on campus and has developed off-campus partnerships with the Terre Haute community. Following is a chronological overview of ISU's multitude of diversity activities:

Spring 1998

One America: Conversations that Bring Us Together - This event was moderated by Mr. William Leftwich III, Deputy Assistant Secretary of Defense for Equal Opportunity. The event provided an opportunity for the Terre Haute community and the Wabash Valley to share their concerns about race and ethnicity issues. Mr. Leftwich encouraged participants to fill out "What I Want the President to Know" forms to take back to Washington to share with the President's Initiative on Race coordinators. A one-hour video of the session's highlights was made and has been used in other states as a model for One America community dialogues.

The planning team invited as diverse an audience as possible including educators, laborers, conservatives and liberals, business leaders, politicians, individuals, religious leaders, students, community organization representatives, law enforcement officials, parents, and youth organizations.

Campus Week of Dialogue on Race

Monday:	Speaker from the Cincinnati African American Culture Center
Tuesday:	Student discussion on cross-cultural relations
Wednesday:	Presentation of "Skin Deep," a movie on racial misunderstandings
Thursday:	Town Hall meeting to evaluate the week's events and to decide on future directions

Summer 1998

Support Network - Members of ISU's Ethnic Diversity Commission met with diversity teams and others across the community to create a network of support. Significant collaboration was influential in a City Council vote to create a Terre Haute Human Rights Commission by the Spring of 1999.

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Dialogue Initiatives - A core team of One America participants met to further the building of racial conversation bridges. Activities resulting from that meeting were to send key personnel to a variety of diversity conferences/workshops, to support study circle initiatives on and off campus, to support the continuance of the Interfaith dialogues, and to collaborate with the NAACP to bring in a national racial diversity trainer to host a workshop.

Fall 1998

Racial Legacies and Learning Project - ISU became involved with the American Association of Colleges and Universities "Racial Legacies and Learning" project. Some of the activities resulting from that joint venture are:

Community Forums on a variety of issues
- The role of the public university to prepare multiculturally competent students for the 21st century
- Changing images of Hispanic Americans
- Portraits of Native Americans

Racial Harmony Essay Contest for local middle schools. Students were asked to write essays about "What I Plan to Do to Create Racial Harmony in My Neighborhood."

Interfaith Race and Reconciliation Focus on Youth Conference - This event was cohosted by ISU and the Terre Haute faith community.

Hispanic and Native American Conference - This event was hosted by the ISU Ethnic Diversity Commission.

January 1999

Dr. Martin Luther King, Jr. Day - A community-wide work session was hosted to assess the area's current racial diversity status and to decide on future directions. The keynote speaker was first lady, Judy O'Bannon. The week of January 15-23 was designated as "Strength to Love Unity Week" on campus, consisting of a variety of activities.

Spring 1999

Meeting of College Leaders - Local college leaders met to discuss diversity competencies and identifying measures of ISU's formal and informal curricula.

Diversity Team Leader - A student diversity team leader was hired to coordinate and promote the various diversity activites on campus.

Conference - ISU hosted an Educating Black Children conference.

Indiana State
University

Asian Culture Center

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Web Site: http://www.indiana.edu/~acc

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Same address/phone above

The Asian Culture Center (ACC) strives to promote awareness and understanding of Asian cultures at Indiana University and in the Bloomington community. It provides institutional resources, educational support, and community outreach activities to students, faculty, staff, and the public. The goals of the ACC are:

- To inform about issues related to Asia and to collaborate with academic and other resource units on campus in sponsoring cultural events, diversity workshops, and other outreach programs
- To establish a permanent location where students and Asia-related student organizations can gather
- To support coalition building and unity among Asian and Asian-American students in recognition of their common interests and heritage, and to act as a voice for their concerns
- To build a more tolerant and welcoming community, equally mindful of the diversity of its members and the values that join them together
- To listen to the needs of students to help them and Indiana University adapt to the changing local and international environment in which learning takes place

Facilities:

- **Library-** This is a resource library devoted to Asian cultures. It is a collection of general interest books, periodicals, and magazines.
- **Audio Visual Room-** Students can watch movies and documentaries from and about various Asian countries.
- **Computer Lab-** The lab provides access to computers and the latest technology for exploring the many cultures of Asia.

Services:

- **Peer Tutoring**- Whether students need help with Korean grammar or a conversation partner to practice Japanese or Hindi, they can use the tutoring service which is free and available to all IU students.
- **Programming-** The ACC sponsors/co-sponsors various educational and cultural events throughout the year at the center and elsewhere. These programs include lectures, discussions, exhibitions, performances, retreats, and movie series.

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- **Newsletter**- *Rice Paper* is the official newsletter of the ACC. It is published twice a year, once in the spring and once in the fall.

Asian Student Organizations:

- Asian American Association
- Asian Student Union
- Burmese Student Association
- Chinese Student Association, Taiwan
- Filipino Student Association
- Hong Kong Student Association
- Indian Student Association
- Indiana University Chinese Students and Scholars Association
- Japanese Student Association
- Kappa Gamma Delta; Asian Interest Sorority
- Korean-American Student Association
- Korean Student Association
- Korean Undergraduate Student Association
- Malaysian Student Association
- Pakistan Student Association
- Permias (Indonesian) Student Association
- Singapore Student Association
- Thai Student association
- Vietnamese Student Association

Groups Student Support Services Programs

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Janice Wiggins/Director

The mission of the Groups Student Support Services Program's (GSSSP) is to assist IU to support, retain, and increase the graduation rates of first generation, low-income, and physically challenged students. It is dedicated to facilitating students' academic and social adjustment to university life. The GSSSP strives to achieve these goals by establishing a series of campus-wide collaborative efforts that involve academic course work, academic and personal advising, tutoring services, financial aid counseling, and mentoring.

In 1968, a small group of IU administrators, faculty, and two IU students from Gary set out to visit six schools in Gary and two schools in East Chicago to recruit African-American and Latino students to the university. The group convinced 43 high school graduates from those two cities to enroll for the fall semester.

Today, the program receives more than $250,000 from a federal grant and approximately $1.8 million from the university to support its mission. To date, more than 8,500 students have participated in the Program. Of the 170 students in the 1998 freshman class, 63 percent were black; 23.4 percent were white; 7.1 percent were Latino; and 4.7 percent were Asian American.

The GSSSP incoming freshmen attend a six-week Summer Experience Program at IU. Students experience college level work in a format of small classes, collaborative learning, and individual attention. Students take intensive courses in writing, critical reading and reasoning, mathematical problem solving, and the development of study skills.

Students are also given the opportunity to participate in campus cultural events, learn to operate within IU's technological environment, and become familiar with such resources as the campus library, the Career Development Center, and GSSSP's advising and tutorial services. Class attendance is mandatory, and students are required to earn at least a 2.0 to be academically eligible for fall semester admission.

This rigorous schedule leaves little room to relax, with the exception of the program's only elective class, Group Theatre Workshop Project. For almost two decades, Professor James Mumford has, in a few short weeks, cajoled, instructed, and inspired his students, some of whom have never acted before, to believe in themselves enough to learn the lines and musical

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scores to an impressive list of Broadway productions. Each year these productions are attended by a packed auditorium of Bloomington residents.

At the GSSSP's 30th anniversary, William Wiggins, Dean for the Office of African-American Affairs, said, "IU's Group Program is much like the small congregation that the old African American preacher described thusly: 'We ain't what we could be; we ain't what we aught to be; but thank God, we ain't what we wuz.' So, too, are the Group Program and Indiana University. Neither has fulfilled their fullest potential in their self-proclaimed shared mission of educating all Hoosiers without regard to race, color, creed, or gender. We have come to celebrate this thirty year legacy and steele ourselves for the continuance of this noble mission in the Twenty-First Century."

Kwanzaa Inc.

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The goals of Kwanzaa Inc. are to encourage and perpetuate cultural awareness; share African and African-American traditions and culture; provide a diversity of cultural events, performers, cuisine, and art; and develop and promote programs which will enhance ethnic pride and educational opportunities for the IU, Bloomington, Monroe County, and neighboring communities. Kwanzaa Inc. sponsors or co-sponsors several events throughout the year.

Read Out: On Dr. Martin Luther King, Jr. Day this activity is hosted annually by the Monroe County Library. Throughout the day, volunteers read children's books, fables, and stories.

Black History Celebration: This February event features a tribute to African dance; displays of black inventors, black authors, and a black timeline; games; music; speakers; and free food.

Student Leadership Conference: As a co-sponsor, Kwanzaa Inc. promotes this April conference, prepares the menu, and raises money to cover expenses. The conference focuses on developing personal leadership skills, promoting student activism, preparing for the challenges in the new millennium, and building the Black community.

African/African-American Hair & Fashion Extravaganza: The highlights of this April cultural celebration include a style and fashion show, authentic cuisine, and musical entertainment.

Evening in Africa: Also in April, this event simulates a youth festival held in Niger, West Africa where different ethnic groups come together to perform. A dinner of authentic African food is followed by a fashion show of traditional African dress and by several musical, literary, and dramatic performances.

Junteenth: This African-American holiday observes the African-American emancipation from slavery and symbolizes what the fourth of July does to Americans - freedom. The event consists of open mic performances, games, food, hair braiding, and book sales of African/African-American history.

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Pre-Kwanzaa: This early December event is open to children K-8. A brief history is given of the Kwanzaa Holiday, the reason for the celebration, and ways it is celebrated. There is also a discussion of the seven principles of Kwanzaa and how they are important to families and communities.

During Kwanzaa it is a tradition to give gifts made by hand. Craft workshops instruct kids in making their own candles and placemats. Hair art demonstrations, stories, music, and snacks are also part of the day's activities.

Office of African-American Affairs

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Dr. Martin Luther King, Jr. Celebration- Reaching an audience of approximately 5000, this is a four day cooperative-effort celebration involving IU and the Martinsville community. The week begins at the Indiana Memorial Union (IMU) Solarium with recognition of the Dr. MLK, Jr. Essay Competition winners.

The actual day of the Dr. MLK. Jr. holiday observance begins with a breakfast at the IMU Alumni Hall. At noon, a convocation is held in the 'Whittenberger Auditorium, featuring musical selections and speakers. The day ends with a birthday celebration at Bloomington High School South. The 1999 keynote speaker was Juan Williams, editorial writer, columnist, and White House correspondent for the *Washington Post.* He also authored *Eyes on the Prize: America's Civil Rights Year 1954-1965.* Other events for the week include concerts, racism workshops, and volunteer community services.

Black History Month- February is a month-long celebration of African-American culture through numerous events including speakers, workshops, plays, concerts, panel discussions, and culminating with a community-wide dinner. See *"IU Black History Month Calendar" in Supplemental Materials Appendix.*

African-American Arts Institute

Under the auspices of the Associate Vice-Chancellor for Multicultural Affairs, the African-American Arts Institute is dedicated to preserving and promoting African-American culture through performance, creative activity, education, and outreach. The institute manages three performing ensembles: the African-American Dance Company, the African-American Choral Ensemble, and the IU Soul Revue. In addition to regularly scheduled engagements in Bloomington, the groups also tours throughout the United States.

Events for April 1999 included a two-hour African-American gospel/spiritual music concert at the Bloomington South High School Auditorium, a 25th Anniversary African-American Dance Company Concert at the Creative Arts Auditorium, and the IU Soul Revue at the Bloomington Convention Center.

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African-American Cultural Center

Also under the auspices of the Associate Vice Chancellor for Multicultural Affairs, the African-American Cultural Center sponsors several events throughout the year. A partial list of these include:

- **Black Jeopardy Program-** This is a trivia competition similar to the television show and focuses on African-American culture and history.
- **African-American Tutorial Program-** Free tutoring is provided to students in math, science, and foreign language.
- **Annual Student Leadership Conference-** This half-day workshop is designed to enhance leadership competencies for undergraduate students.
- **Finals Week Study Tables-** This activity entices students to prepare for finals.

Office of Latino Affairs

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The Office of Latino Affairs (OLA) creates a link between the University and the Latino community by promoting academic excellence, personal growth, and cultural pride through a combination of support services and programming. The OLA also plays an active role in facilitating the recruitment and retention of Latino students, faculty, and staff.

One of the major components of the OLA is La Casa, the Latino Cultural Center. The Center has study rooms, a library with a test file, a TV lounge, a reading room with Latino oriented newspapers and magazines, and a recreation room. La Casa also sponsors several celebrations and events throughout the year. *See "IU Hispanic Heritage Month Calendar" in Supplemental Materials Appendix.* Latino Student Organizations include:

- **Latinos Unidos of Indiana University-** This organization promotes the identity and unity of Latino students through intellectual, cultural, and social growth and increases Latino visibility and involvement in campus and community activities. Some of the annual events include Parents' Weekend, Sportsfest, and Taste of La Casa.
- **Puerto Rican Student Association-** This organization serves Puerto Rican students and the Hispanic community at large. Its purpose is to promote academic achievement and social and cultural enrichment and to educate the community about Puerto Rico.
- **Latino Law Student Association-** The LLSA provides a forum for the exchange of ideas and peer support. Activities include the representation of Latino law students' interests at the Law School and the University, recruitment of Latino law applicants from various parts of the country, retention of Latino law students through tutorial sessions, presentation of speakers providing insights into the present and future role of Latino attorneys, and annual attendance at the National Hispanic Bar Association.
- **IDIOMA-** This organization brings students of all ethnicities, genders, and ages under a common language together bi-weekly to build upon their Spanish-speaking abilities.
- **Gamma Phi Omega Sorority-** This is Indiana's first national Hispanic-oriented sorority. It is based upon the priniciples of cultural awareness, academic excellence, sisterhood, and community service and has dedicated itself to fostering Latino pride and excellence.
- **Sigma Lambda Beta Fraternity-** This chapter was founded at IU and is based upon brotherhood, scholarship, service, and cultural awareness. It is also dedicated to the advancement of the Latino culture.
- **Sigma Lambda Gamma Sorority-** This sorority stands by five principles: cultural awareness, morals and ethics, community service, academic excellence, and social interaction.

Indiana University Kokomo

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Enhancing Minority Attainment Conference

This event has been held every September since 1991 and is the first national program of its kind in Indiana. The conference is a forum for educators, business, industry, and the community to share ideas and pool resources to promote a better understanding of minority and other under-represented groups.

The format is direct, informative, and interactive. The programs are designed to allow participants to interact with presenters and special guests. Many of the programs are open to the general public at no charge.

Funding for the conference is provided by Indiana University, numerous businesses, labor groups, and private individuals.

International Day Festival

This event, held the third Saturday in April, celebrates the community's international diversity. Some 900-1000 people attend to share their individual cultures and customs. The celebration consists of food, entertainment, displays, and crafts.

Indiana University South Bend

Office of Campus Diversity

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Conversations on Race

The Office of Campus Diversity (OCD) at Indiana University South Bend (IUSB) serves the university by supporting under-represented students, faculty, and staff. The office facilitates workshops, brings in speakers, and organizes development opportunities for the purpose of creating and encouraging a climate that is hospitable to all who come to learn and work. As an outgrowth of this work and as a result of President Clinton's call for a national dialogue on race, the OCD initiated a dialogue on race. After six months of planning, a committee made up of faculty, staff, students, alumni, and community members, hosted a program called Conversations on Race. The dialogue was designed to provide a place and a process of safely allowing people from different backgrounds to discuss issues pertaining to race.

The day-long event consisted of 65 small group conversations discussing a variety of subjects. Groups consisted of 8-10 people each and were facilitated by a wide range of people from the university, community, and other local colleges. Issues discussed were race and housing, race in the workplace, race and faith, race and self-identification, and race in the classroom. The day culminated with a reception introducing Harvard University Professor Cornel West who delivered a lecture followed by a question-and-answer session and a book signing.

More than 1000 people attended the program, making it the largest single attended event in IUSB's history. Conversations had full campus and community participation. The *South Bend Tribune* used the event as diversity training for its employees, enhancing their knowledge on diversity issues and increasing their communication skills.

Several of IUSB's neighboring universities and local groups developed their own dialogue programs modeled after Conversations on Race. The planning committee agreed to stay together as a permanent group to address all areas pertinent to diversity on the campus and to make the program an annual event. The next program is planned with the emphasis on Latinos. The committee is also planning a Hispanic Heritage Month Celebration.

Indiana/Purdue University

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Indiana Multicultural Job Fair

The Indiana Multicultural Job Fair (IMJF) promotes job opportunities for historically underrepresented groups in the workforce. Companies across the nation are endorsing the concept of diversity to value the uniqueness of the individual, including cultural background, religion, generational differences, life-style, gender, and sexual orientation. Seeking a diverse workforce that reflects the changing nature of the population as a whole is good business and an investment for the future. The IMJF has been a successful format for employers to meet with a diverse pool of qualified candidates and discuss employment opportunities in a professional setting.

The IMJF is open to all degreed and soon-to-be-degreed seniors and alumni from any two or four year academic institution in the nation. In 1998, the event was held at the Indiana Convention Center, with approximately 100 employers and 500 job candidates in attendance. Interviewing companies represented job opportunities in accounting, finance, sales, marketing, engineering, technology, computer science, communication, management, supervision, government, social science, and science.

The registration fee is $10 and candidates are asked to submit a scannable resume. Each company is then given a disc copy of these resumes. This year's IMJF will be on November 12, 1999. To access information about the fair, log on to *www.iupui.edu/~jobfairs*. The website provides the following information:

- Candidate Registration Information
- List of Companies Attending
- Candidate Tips, including information on scannable resumes and FAQs
- Employer Information
- Employer Registration Information
- Resume Link Candidate Database

Indiana Multicultural
JOB
FAIR

IUPUI

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Teaching in a Pluralistic Society-M300

Since public education serves a diverse, pluralistic society, educators must be able to interact with children and families from various cultural backgrounds. The overall philosophy of this course is based on the premise that diversity enriches the classroom environment and that a better understanding of students and their differences leads to higher levels of acceptance and respect for all people. The course seeks to explore a series of questions that are important to those about to begin teaching careers. Among the questions are:

- How do increasing cultural differences impact the teaching profession?
- How does culture and diversity influence ways in which teachers instruct children?
- In what ways can teachers prepare themselves to be effective in multicultural classrooms?
- How can teachers become more aware of the way their culture effects their teaching?

A partial listing of course requirements are:

- Interview an individual of a different cultural background, and then write a summary of the interview to include a one-page personal reaction.
- Complete 20 hours of multicultural field experience. Ten hours of this is done at Riverside Academy School 44; students make arrangements for the remaining 10 hours by volunteering at an approved function or organization that provides services to diverse families/children.
- Work in groups to prepare a 2-week lesson unit concerning diversity inclusion in the classroom.

See *"Guidelines for Teaching Multicultural Content" in Supplemental Materials Appendix.*

Martin University

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Because Martin University does extensive work in the areas of oppression and race, it offers numerous programs, courses, and workshops concerning these issues. Following are a select few of those:

Power and Culture in Education - This is primarily designed for educators and parents and is a 4-week program that examines educational theories and practices promoting cultural conflict and illustrates how power is linked to knowledge. The ideologies that support language as an instrument of cultural manipulation are also explored, as well as the educational practices of tracking, grouping, and testing in creating social caste systems. Readings are required before the meetings and are available in the bookstore.

Frederick Douglass and Friends - Each psychodrama is performed separately, and each involves the audience, which can be up to 200 people. Following the presentations, the audience breaks into discussion groups and returns to the dramatists with their conclusions. The dramatists then respond to the groups' conclusions. Available psychodramas are:

- Frederick Douglass and Friends
- Frederick Douglass in Indiana
- Frederick Douglass and the Dred Scott Decision
- Frederick Douglass and the Underground Railroad

Too Far North To be South and Too Far South To Be North: Indiana and Slavery- The history of Indiana is explored in its acceptance of slavery in a "non-slave" territory, together with its role in abolitionism. Specific topics include the Northwest Ordinance, the reign of William Henry Harrison and territorial laws, the Fugitive Slave Laws in action in Indiana, the Colonization Movement, and events that laid the foundation for current racial thought in Indiana. Four weekly sessions for 40 persons are arranged. Preliminary readings are available at the bookstore.

Christianity, The Churches, and Slavery - Christianity brought a message of acceptance of slavery and domination of indigenous peoples to the New World. The dehumanization caused by slavery was defended in churches with their own interpretation of biblical texts. The unusual aspects of how African slavery differed from other forms of bondage and was sanctioned by Christian denominations is discussed in three groups of up to 30 people. All sessions are preceded by preparatory readings.

Emancipatory Narratives - This is an abridged version of a course taken by all students at Martin University. Emancipatory Narratives is a study of the varieties of human oppression and what it has meant to become free from them. Psychology, sociology, philosophy, and economics are applied to an understanding of the historical rise of classism. Application of this course to the personal life of the individual is essential for success in seeing how past beliefs influence decisions and actions. Preliminary readings are available at the bookstore.

Genealogy: Family Roots - Participants are introduced to the science and study of family descent and the methods of searching for elusive and forgotten ancestors. For African-Americans, who ordinarily have difficulty in tracing ancestors in slavery, specific sources are explained, and those participants often have to travel to county courthouses and libraries. For this reason, the program lasts several months with reporting in between to the faculty who conduct the course. The bookstore has helpful information.

The Healing Of The Nation: A Dialogue - This dialogue is arranged for large audiences of approximately 200 people. The sessions are conducted by the Center for Humane Exchange at Martin University. The Center specializes in healing the human spirit and reconciling humankind. Many disciplines are used in assisting individuals to seek understanding of themselves when the phenomena of oppression and conditions of being oppressed are addressed.

A psychosocial history of "how we got to where we are" is presented to help participants understand how the American foundation of thought emerged into a system of oppression that still manifests itself today, and how both oppressed and oppressor suffer the results. The dialogue consists of 5 sessions. Each session contains 45 minutes of instruction, followed by 45 minutes of dialogue in small groups, and 45 minutes of general closure. Each group decides upon an appropriate action that is reasonable and conducive to countering racism, and then reports on the results of that action after 12 weeks.

Purdue Calumet

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The concept of racial harmony at Purdue Calumet has been promoted through programs and activities which provide education and exposure.

Cultural Awareness Advisory Committee

For over five years, this committee has been providing programming that recognizes and celebrates racial harmony and cultural differences:

- Seminars on the teaching of Martin Luther King
- An open discussion on "Black Is and Black Ain't"
- Seminars on racial and cultural diversity
- An annual Jazz/Soul Food Explosion
- Concerts and productions that highlight the African American and Latino experience through music, dance, drama, and literature

Ethnic Studies Program

This program offers courses that examine the African-American and Hispanic-American experience in the United States. It also hosts guest lectures on relevant issues, field trips to places that have preserved related experiences, and an academic bowl based upon African-American history.

Indiana Coalition of Blacks in Higher Education

This organization sponsors programming and mentoring for African American students. Mentors are recruited regardless of race, discipline, or gender.

Black Cultural Center

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Cultural Art Series

Since 1970, the BCC has been reaching out to the community to promote cultural diversity and highlight the contributions of African-Americans. The Cultural Art Series features prominent scholars, performing artists, and Purdue alumni who have contributed extensively in human rights, business, and education. Approximately 40,000-45,000 people attend these events each year.

Over its thirty year history, the BCC has featured nationally known speakers and performers such as Tony Brown, educator, journalist, commentator, and author of *Black Lies, White Lies;* Dr. Maulana Karenga, creator of Kwanzaa; and the Alvin Ailey Repertoire Dance Company.

Performing Arts Ensembles

Black Voices of Inspiration - This choral ensemble's repertoire includes pop-soul ballads and traditional and contemporary gospel music.

New Directional Players - This drama company is committed to presenting thought provoking drama about the African American experience.

Jahari Dance Troupe -This vibrant student company is trained in a variety of dance techniques, including African, jazz, and modern dance.

Haraka Writers - This literary society of Purdue students write poetry, short stories, and prose.

Art Speaks -This is a multimedia traveling art exhibit featuring African American artists from the Midwest. Art Speaks is also an educational outreach program available to schools and community organizations.

Library

The BCC library focuses on materials relevant to the historical, political, and cultural aspects of the African-American experience. The library houses more than 6,000 books and subscribes to more than 40 periodicals.

International Center

Of West Lafayette, Inc.

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The International Center is a not-for-profit organization. Its mission is to foster the spirit of international cooperation and understanding, and to enrich the cultural diversity within the Greater Lafayette community by promoting interaction among American and foreign students, faculty, and community residents. Programs and activities include:

English Programs:

- *English Conversation* meets twice a week for 2 hours.
- *English Writing* meets once a week for 1 and 1/2 hours.
- *English Workshop* meets twice a week for 2 hours.

Foreign Lanugage Programs:

Class offerings depend on the availability of volunteer teachers. In the past Japanese, German, Italian, Spanish, French, Russian, and Chinese have been offered.

Classes:

- *International Cooking*
- *Purdue Contract Bridge Club*

Services:

- *Counseling*
- *Translators, Interpreters, and Cultural Advisors Referral Service* is provided for local businesses, hospitals, schools, and other agencies who need assistance.
- *Student Housing* is provided at the International Center as a cooperative living experience for seven international students.
- *Coat and Housewares Loan* is provided for a small fee to international students and their families.
- *Rainbow Radio Program* on WBAA 920AM or 90.7 Purdue Cable airs international music and cultural information every Sunday night at 7:00 P.M.

Activities:

- *International Food Bazaar* is held in April and represents over 25 regions of the world. The Bazaar provides an opportunity to explore foreign cuisine prepared by international cooks.
- *International Dinners* offer another opportunity to sample authentic cuisine from other countries.
- *Coffee and Conversation* is an activity that occurs each Tuesday. Participants are invited to give presentations about their home countries.
- *French Conversation* meets for an hour each Friday.
- *Samstagsgruppe* is a playgroup for German speaking children and meets on Saturday mornings.
- *Ice Cream Socials, Pizza Parties, and Welcome Breakfasts* for new international students
- *Canoe Trip on the Tippecanoe River*
- *Bus Trip to Chicago*
- *Halloween Party*
- *Thanksgiving Dinner*
- *Concerts*

International Center

Bloomington United

P.O. Box 100
Bloomington, IN 47402-0100

Phone: (812) 349-3450
Fax: (812) 349-3455

Contact Persons:

Jeff Willsey
Same address/phone above

Barbara McKinney
Same address above
Phone: (812) 349-3429
Fax: (812) 349-3441

Bloomington Community Rally

In response to hate literature that showed up on the doorsteps and windshields of Bloomington residents in October 1998, a community rally, preceded by a march, was staged at the courthouse to voice community concern and disapproval of racially inflammatory literature.

As a result of the community rally, over 400 people denounced the hate literature incident by signing an advertisement in the sports' section of the *Herald-Times; See Advertisement on next page.* Study groups and educational forums also formed as an outgrowth of the rally.

To demonstrate unity among diverse religious organizations, a variety of activities were scheduled. Some churches held joint services; some offered special sermons on the subject of diversity; and others organized study/prayer groups.

Bloomington United is a coalition including Hillel Center, Monroe County School Corporation, Bloomington Human Rights Commission, Bloomington Safe & Civil City Project, United Way, Chamber of Commerce, and Monroe County United Ministries.

Hate Speech, Hate Crimes
Not In Bloomington - Not Anywhere

Thomas D. Ellsworth, Toby Strout, Marsha Bradford, Eva McQueen, Wendy Hesford, Kitty McIntosh, Robert Arnove, Steve Sanders, Charlotte Zietlow, Paul Zietlow, Michael Gordon, Merri Rheinhold, Robert Goldstein, Ruth Goldstein, Steve Boncheck, Jami Golightly, Sacha Willsey, Tim Ellis, Randy Craw, Rhonda Ramsey, Ellie Avitan, Justin Gent, Brian Reinhardt, Doug Bailey, Heidi Scott, Justin Kloer, Brent Fruchey, B.J. Trestrail, Jeremy Roseberry, Janis Osborne, Kara K. Lasher, Max Troyer, Helen Harrell, Chris Horn, William McKendree, Carl Gierhan, David Kern, Carissa Bullman, Jada Barbry, Famil Sulaiman, Sarah Thompson, Ashley E. Escue, Sean McLennan, Suzanne Hanafi, Andrew P. Eme, Jon Lycotte, Matt Register, Robere Perez, Linda McPherson, Matthew D. Allen, Nicole DeFerbrache, David Reinwald, Jared Dixon, Gamma Nu Chapter, Delta Sigma Theta Sorority, Inc., Squurlena Rena Williams, Michelle Utley, Shana Broadnax, Reba Standford, Kamrti Harris, Arlene Palmer, Daneisha Russell, Lashawn Fox, Nikki Thompson, Sherry Williams, Karra Patrick, Tacoma Newsome, Ryan Wines, Melissa D. Shockley, Peter Jones, Kristen Byl, Samara Zeiger, Brianne Unger, Kelly Leong, Elaiza Domingo, Ming Chang, Audrey The, Andrew Tran, Jonathan Pittman, Rebecca Black, Dion DW Meredith, Carlicia Porter, Larry Gonzalez, Jose Gonzalez, Shannon Riggs, Allison Leeuw, Libby Richardson, Sara Noorihoseini, Suchi Rudra, Gena Lewis, Karen Kent, Missy F. Dobbins, Erin Melnick, Amit Ahluwalia, Wendy Gossman, Chantelle Aspey, Michelle Watson, Brian Leung, Cari Jacobson, Hal Pepinsky, Nancy Baldwin, Susan Rautio-Dietz, William Parker, Sandra Pinkston, Ruthanne Murphy, Louise Anne Owens, Nancy Ann Miller, Kevin Beale, Rev. Brenda Oldstrom, Rev. Mark Oldstrom, Aimee Justice-Lundt, Urzula Urzua, Monte Simonton, II, Brandi M. Masterson, Sr. Mary Montgomery, Jeremy C. Roscberry, Cedric Harris, Jennifer Gibb, Kathy Bennett, Sarah Nagy, Tim Stockton, Alfred Tay, Cathy Brummett, Paula "Faith" Boumo, Georgia Burgieno, Tania D. Mitchell, Colleen Osterhaus, Pamela Freeman, Nita Levison, Martha Saltinger, Kathleen Burbage, Mitchell Novit, Troy Nowiczewski, David Sklar, Danusha Goska, Samir R. Belaguje, Kristin Hlavek, Amy Cornell, Nariah Broadus, Jessica L. Osit, Robert W. Andrews, Matt Holley, Carlicia Porter, R.R. Apache, Paul D. Eisenberg, Joshua D. Nolan, Doug Bauder, Leonard Bates, Frank G. Banta, Sean Herstein, Laurie Matzkin, Rachel Brand, Kari Dunn, Daniel Baratz, Emily Malinowski, Anne Teitelman, Amy Friedman, Marc Alexander, Elana Davidson, Leora Rosenbaum, Ellen Miriam Brandwein, Adam J. Diamond, Howard Pfuh, Adam C. Minnick, Kenneth D. Larson, Mark A. Erdosy, Sister Concetta Fabo, OSF, Gloria J. Bier, Mike Gilbert, Elyce Zimmerman, Jason A. Levy, Chris Opper, Sarah Perrone, Chris Boudi, Rockford Patick, Stefanie Corn, Amy Conn, Shelby Neiss, Phrosini Samis, Giancarlo Masotti, Jennifer Herzog, Candi Smith, Arion Lillard, Christin Nance, Ben Bayder, Joshua Broeren, Rahn-Marie Hall, Anthony Chabenne, Zachary A. Engle, Jack Smith, David Chaney, Lisa Goranjon, Jennifer Katzen, Tanya Kukuschkin, Nora Whaley, David L. Gray, John N. Langley, Scott Dompke, Mike Philips, Marilyn Hendricks, Sue Hamblen, Angie Grubb, Linda Williams, David Lampke, Paula Dodds, Laurel Pierrard, Triana Johnson, William B. Burkle, Kathy Grubb-Britton, William D. Sycks, Tim Mueller, Virginia Southern, Christine Clothier, Julie Martindale, Betty Grubb, Joyce Croy, David Cruzan, Michael Snapp, Kim Robertson, Nancy Daniel, Bette Conway, Tom Staley, Frank Buczolich, Carol Jack, Jason Thompson, Susie Johnson, Michael Arnold, Scott D. 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Gillen II, Greg Chaffin, Kelly Tingle, Jenny Wolfe-Binder, Kristin Wilson, Olivia Osborne, Lindsey Pansch, Laura Bush, Laura Miller, Christie E. Fleetwood, Amy E. Paul, Vanessa Ruiz, Amber Gallup, Aisha Farooqui, Shawn C. Wilson, Nathan Miller, Bushra Rehmarz, Matt May, Jaclyn Fredericks, David Zatz, Tiffany Benjamin, Josh Meyers, Renee Jackson, Margo E. Hamburger, Elizabeth Rubinstein, Michael Huerta, Rabbi Sue Shifron, Rick Kincaid, Luke Reynolds, Tom Jelke, Jamie Abrams, Mark Guthier, Sara Freeman, Heather Rayl, Marie Jackson, Joe Rust, Danielle Newcom, Mary Ruth Peterson, Brendan O'Sullivan-Hale, The Rev. Linda C. Johnson, Gregory C. Lisby, Karon Harden, Emily Hartsay, Mary Ellen Brown, Matt & Sarah Vosmeier, Ted Gembering, Julie Escue, Julie Kedzie, Jennifer Koch, B. Miller, Laura Hainline, Joshua D. Walters, Mark T. Reed, Jeffrey Willsey, Patricia Williams, Anthony Pizzo, Patricia Pizzo, Timothy Mayer, Susanne Mayer, Jim Sherman, Pam Service, Robert G. Service, Joyce Schuler, Daniel Sherman, Matt Pierce, Ayana Wilkes, Rod Young, Jason Banach, Patricia Cole, Tom Coleman, L. David Sabbagh, Tacoma Newsome, Donna Snow Robinson, Stephen E. Sharp, Judith A. Sharp, Loren D. Reuter, John F. Harlow, Judy A. Reuter, Philip M. Zook, Adam J. Bowling, Laurie Ragle, Jessica Trenerry, Deanna Sue Walden, Heather Locke, James J. Proudfoot, Dennis E. Laffoon, Jr., Laura Inman, Natalie Hahn O'Flaherty, Stacey Ratts, Jane Rubeck, Jane Hanser-Sackmann, Joyce Thomas, A. Edward Gardner, Margaret Squires, David A. LeBeau, Richard N.W. Ruach, Jam Yang Lama, Geshi Nopa, Alan Phillips, Byron C. Bangert, Wendy B. VanderZee, John VanderZee, Beth Theile, Ann Pock, John Stevens, Garth Armstrong, Jessica Tinnick, Heather Hammond, Alison Walkon

City of Bloomington
John Fernandez, Mayor
Safe & Civil City Project
349-3560

NBD Bank
116 S. Walnut St
812-323-3300
2421 S. Walnut St
812-323-3310
965 College Mall Rd.
812-323-3320
3256 W. Third St
812-323-3324

Int-rim.
PERSONNEL

TASUS
CORPORATION

Technology Service Corporation
116 West 6th Street, Suite 200
Bloomington, IN 47404-3010

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"Put All Your Title Needs In The Hands of Professionals"

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YMCA
CARING
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T I S
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Monroe County Bank

THE CHAMBER

BANK ONE
Whatever it takes.
Member FDIC

COUNSELING ASSOCIATES

ONB BLOOMINGTON

in today

The Bloomington Public Transportation Corporation encourages you to get your kicks riding on a ten-ton BT bus and leave hate crimes/speech behind!

SBDC

The Herald-Times
Your news, your newspaper - supporting a community without hate.

Ellettsville Chamber of Commerce
"Not in Ellettsville either"

Breakaway Bloomington Indiana

2700 E. Rogers Road
(812) 334-0206

This advertisement is in response to literature containing racial and religious [illegible] repeatedly distributed in the [illegible] Signatures in support [illegible] continue to be collected.

For More Information Contact The Safe & Civil City Project
Mayor's Office • City Of Bloomington 349-3560

BEST COPY AVAILABLE

City of Elkhart

Human Relations Commission
Muncipal Building
229 S. Second Street
Elkhart, IN 46516

Phone: (219) 294-5471
Fax: (219) 295-9863

Contact Person:
Vaughn Moreno
Same address/phone above

"City of Peace" Peace Rally

When the Ku Klux Klan announced its intentions to hold a rally in Elkhart in April 1998, citizens decided the best thing to do was plan an alternative event to give people somewhere else to go.

On the day the KKK came to town, the City of Peace Rally was held at the Pierre Moran Middle School with an estimated attendance of 3,000 people. Less than a mile away, only 75 people showed up to support the Klan. Peace Rally activities included basketball tournaments, food, live music, arts and crafts, and an Easter egg hunt.

The success of the event convinced Elkhart citizens to make the event an annual celebration. In looking toward next year, organizers are pursuing a nonprofit tax-exempt status to allow contributors to make tax deductible donations.

Hispanic Advisory Committee

Contact Person:
Clara Szabo
2116 Main Street
Lafayette, IN 47904
Phone: (765) 448-2752 Fax: (765) 659-4776

In 1998 tension mounted between the white and hispanic communities when a white man died after a fight with a hispanic man. Threats were made against the hispanic community as their church was burned, people appeared wearing KKK robes, hispanics no longer felt safe or welcome at the city park, the mayor called for an "immigration sweep" of Frankfort's undocumented hispanic workers, and some of the Head Start teachers were afraid to go to the homes of hispanic children.

After several calls to organizations for help to diffuse and resolve the conflict, the Community Relations Service from the U.S. Department of Justice was contacted. *See "Community Relations Service" in Additional Resources Appendix.* Mediator, Mr. Gustavo Gaynett came to meet with city officials to negotiate an agreement. The Hispanic Advisory Committee was formed, and the Committee and the City of Frankfort signed a "Letter of Understanding."

The Committee meets once a month with the public invited. Issues of concern are discussed and speakers talk about such topics as civil rights, educational opportunities, and housing programs.

Members of the Hispanic Advisory Committee consist of the mayor, chief of police, sheriff, two Frankfort residents, two Mexican store owners, director of the Hispanic Community Center, and a Head Start employee.

PRIDE

(People Respecting Individual Diversity In Everyone)

Contact Person:
Nancy Witham
Phone: (765) 349-1897 Fax: (765) 342-7223
E-mail: rnaks@scican.net

PRIDE is an organization established by a group of Martinsville citizens wanting to foster a positive, hospitable, inclusive environment in their community. Their mission is to ensure that Martinsville achieves distinction by welcoming all; by forging friendships through honesty, fairness, and trust; and by bringing the community's best to light. Since the organization began, they have established several programs.

Albert Merritt Award Dinner

This award is given to recognize an adult volunteer youth leader who has had a positive influence on youth by exemplifying Albert Merritt's high character, values, sense of fair play, and devotion to God.

The son of slaves, Albert Merritt was a black man who moved to Martinsville in 1902 and devoted his life to working with an estimated 2,000 young boys. At first, he used an old barn for a clubhouse, but in 1926 he purchased a building for the boys with his own money. Boys were kept busy with checkers, boxing, puzzles, and outdoor activities. Mr. Merritt took the boys swimming in creeks and the river and occasionally treated them to a movie. In 1947 he was chosen by Jimmy Durante as the man who had contributed the most to American boyhood during Durante's lifetime and was awarded a 21-jeweled watch. But Albert was quoted as saying, "What I really need is a station wagon to take more of the boys on rides and trips." Upon his death in 1958, Martinsville dedicated a section of ground as the Albert Merritt baseball field.

Contact Persons:

Judy Bucci
YMCA
2039 E. Morgan Street
Martinsville, IN 46151
Phone: (765) 342-6688 Fax: (765) 342-9670
E-mail: jeb@scican.net

Bill Shields
P.O. Box 1672
Martinsville, IN 46151
Phone: (765) 342-0567
E-mail: wshields@scican.net

Multicultural Kids Fishing Outing

This activity was one of PRIDE's outreach programs. John Winters proposed that the outing be similar to the Friends of White River Kids Fishing Invitational, which donated the use of its equipment for the Martinsville event. Registration was limited to 50 kids, half from the Martinsville YMCA and half from the Indianapolis Fall Creek YMCA. The event was designed to provide an opportunity for kids from diverse backgrounds and cultures to participate in an activity in which each could succeed both individually and as part of a multicultural team. In addition to fishing, activities included instruction in fishing techniques, conservation, safety, outdoor etiquette, and fish identification.

Contact Person:
John Winters
Phone: (317) 831-1240

Community Hospitality

To make people feel welcome to Martinsville, volunteers staff hospitality rooms at girls' and boys' basketball games, volleyball tournaments, track meets, and wrestling matches. PRIDE is also working on plans to provide hospitality rooms for academic and musical competitions. In addition to a friendly smile and a handshake, food and beverages are often provided for the coaches, referees, parents of the players, and team members. Funding is provided by the volunteers, but organizers hope to have financial contributions in the future.

Contact Persons:

Judge Jane Craney
Phone: (765) 349-9455 Fax: (765) 349-7395
E-mail: mweaver@surf-ici.com

Reverend Larry Kunz
First Christian Church
89 S. Main Street
Martinsville, IN 46151
Phone: (765) 342-3461

Zero Tolerance Policy

The Martinsville Chamber of Commerce endorsed the Zero Tolerance Policy developed by PRIDE. A copy was sent to all Chamber members. Twenty-two companies either adopted this policy or have a similar one in place. *See "Zero Tolerance Policy" in Supplemental Materials Appendix.*

Contact Person:
Dean Melton
Morgan County Memorial Hospital
2209 John R. Wooden Drive
Martinsville, IN 46151
Phone: (765) 349-6502 Fax: (765) 349-5411

CURE RALLY

(CommUnity Religious Effort)

Contact Persons:

Mayor Robert Beutter
600 East Third Street
Mishawaka, IN 46544
Phone: (219) 258-1601
Fax: (219) 258-1776

Mayor Steve Luecke
1400 County City Blilding
South Bend, IN 46601
Phone: (219) 235-0261
Fax: (219) 235-9892

Reverend Billy Kirk
101 N. Adams Street
South Bend, IN 46628
Phone: (219) 232-6700
Fax: (219) 232-2773

Following a racial incident in Mishawaka in December 1996, Reverend Billy Kirk of Greater St. John Missionary Baptist Church recognized the potentially explosive nature of the situation and called Mayor Steve Luecke of South Bend and Mayor Robert Beutter of Mishawaka, suggesting a public stand against racism and violence in the community. Both mayors readily embraced the idea, and Reverend Kirk, with the help of several religious leaders, contacted area clergy and arranged several meetings. As a result of these meetings, CURE was formed.

To promote a better understanding of other races and to decrease violence in Greater St. Joseph County, a Rally was sponsored by CURE and the two sister cities. With approximately 1,200 people attending, the rally was held at the South Bend Century Center Great Hall. Keynote speakers were Ben Johnson, Special Assistant to President Clinton and Director of the White House Initiative for One America, and Rabbi Morley Feinstein from A World of Difference Institute. There were also study circle testimonies, an information booth, and choral entertainment.

City of Rensselaer

Contact Person:
Janet Gick
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Rensselaer, IN 47978
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E-mail: janetg@saintjoe.edu

Cultural Diversity Fair

When the KKK announced their intention to hold a rally on the steps of the Jasper County Courthouse in August 1998, the community pooled their resources to plan an alternative activity that would instead celebrate diversity, not only to divert attention from the Klan, but also to give their citizens a positive activity to attend in place of the Klan rally.

The result was a Cultural Diversity Fair held at nearby St. Joseph College. The fair featured musical entertainment, displays, games for the children, a poster contest, a sports' clinic, and food.

On the day of the event, from a city of 5,000-6,000 people, approximately 40 people showed up to support the Klan, while some 2,500 people attended the fair.

It was estimated that 20-30 people helped plan the event, with 4-5 people doing a majority of the work. As organizer Janet Gick said, "The community was really disturbed about the KKK coming to town, and the fair turned out to be a labor of love."

Local news media cooperated with the police and agreed not to publish or air stories about the Klan until the actual day of the rally.

YWCA

304 West 11th Street
Anderson, IN 46016

Phone: (765) 642-0211
Fax: (765) 642-0212

Contact Person:
Linda Bryant, Chairperson
Same address/phone above

Study Circles

The Anderson YWCA is using the Study Circles Resource Center's program to train 13 facilitators and conduct 4 pilot groups. The study circles address race relations in the community and promote dialogue that increases understanding and communication between racially diverse groups.

Through the newspaper and letters, an open invitation was extended to recruit new members; everyone in the community was encouraged to participate. As chairperson, Linda Bryant, said, "Study Circles work best when all walks of life are involved. The more diversity the better."

In May the YWCA had a meeting and invited various community leaders, organizations, and other interested community members to encourage them to become group facilitators. An attempt is being made to organize a group from a predominately white church and a predominately black church.

Community Services Council Of Bloomington And Monroe County

441 S. College
Bloomington, IN 47403
Phone: (812) 334-8370
Fax: (812) 334-8387

Contact Persons:

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Peg Stice
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Community-Wide Study Circles

This program was piloted in 1998 on the Indiana University campus. Following the pilot program, Second Baptist Church and St. Thomas Luthern Church started their own study circle. The third round of circles was a community-wide effort, involving 135 people divided into 13 groups of 8-10 participants each.

Using the Study Circle Resource Center's dialogue guides, the groups meet six weeks for one-and-a-half hours sessions. The groups are hosted at various locations around Monroe County including schools, churches, social service organizations, and government offices.

As a result of the study circles, participants have identified several activities they would like to pursue, such as pulpit exchanges between congregations of different ethnic backgrounds, increased social events to bring people from different backgrounds together, and advocating for more minorities on non-profit boards of directors.

ACCEPT

(Addressing Columbus Cultural Education and Promoting Trust)

11820 W. Youth Camp Rd.
Columbus, IN 47201
Phone: (812) 342-3443

Contact Persons:

Sarah Kramer, Coordinator
Same address/phone above

Bruce Thomason
1025 Tipton Lane
Columbus, IN 47201
Phone: (812) 376-6379

Call for Racial Dialogue and Reconciliation

ACCEPT, part of the Columbus Peace Fellowship (CPF), held their second annual series of dialogues to promote constructive ways to build bridges of understanding across racial lines. This series was created by the Fellowship of Reconciliation, an international and interfaith organization working for nonviolent social change. The dialogues are designed to provide an atmosphere that makes a diverse group of people feel comfortable while discussing their differences.

Moderator Paul Jones said, "I've learned that people don't want to be told how to accept people that are different from them. Instead of telling people how to behave, these dialogues give people the opportunity to ask anything they want to know about a person from another race or culture. The important thing about the dialogue is, it really changes people on the inside."

In addition to the dialogues on race and reconciliation, ACCEPT and CPF have worked to build coalitions with other community groups with the long term goal of building an inclusive community. The Mayor has recently formed a committee on cultural awareness *(See Cultural Awareness Committee on page 100),* and the community is now working on issues raised by a growing Hispanic population. It is felt that education is the key, and work is being done through Kidscommons, a PTO Children's Museum in Columbus. Several programs have been instituted by the Museum:

Children of the Earth Series: discussions for elementary students to introduce children from other cultures

Holiday Programming For All Ages: films, discussions, craft sessions, and examples of how children in third-world cultures make their own toys from rubbish and found objects

Series for Children K-2: films using puppets help children identify and deal with prejudice and discrimination. Discussions and crafts follow each of the five sessions.

Summer Reading Program K-6: Participants receive free books which they read with their families and then join moderated discussion groups of 10 or less. This year's theme, "American Family," deals with issues related to the diversity of cultures in this country.

Finally, a series of programs has been purchased focusing on the human drama behind U.S. Immigration policies, especially relating to Mexico. This film series is designed for community use to enhance debate and discussion.

NETWORK

(New Energy To Work Out Racial Kinks)

Contact Person:
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239 S. Fifth Street #1017
Louisville, KY 40202
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E-mail: nenergy@aol.com

Maxine Brown is a native of Corydon, Indiana, and the only African-American member of her Corydon Central High School graduating class. Brown's roots extend to the earliest settlement of Corydon through her Mitchum lineage. The Mitchums were a large enclave of slaves brought to Harrison County from North Carolina in 1814 to be granted their freedom by their owners, Paul and Susannah Mitchum. Maxine's aunt, Leora Brown, also a Corydon native and a Mitchum descendant, was educated at the Corydon Colored School, a one-room school built in 1891. After college, Leora Brown returned to teach at the school for 26 years.

In 1987, Maxine purchased the Corydon Colored School, renamed it the Leora Brown School, and donated it to a newly-formed non-profit organization, Leora Brown School, Inc. The school is purportedly the oldest-standing historically Black elementary/secondary school in Indiana. It has been meticulously restored and is currently used as a cultural and educational center.

Living in Corydon, but working in neighboring Louisville, Kentucky, Ms. Brown is president of the Fund for Women and founded NETWORK as a project designed to bring people of all cultural groups together to explore common characteristics by sharing personal experiences and perceptions about current racial issues.

NETWORK hosts a monthly luncheon that features guest speakers who address various racial issues, including workplace matters, educational questions, and social issues. As John Yarmuth, editor of LEO newspaper said, "It was very interesting and reassuring to witness how productive a discussion of racial matters can be when it is conducted in an environment of mutual concern. In other words, when two perspectives are intensely committed to understanding the other, a lot of understanding and empathy can be achieved."

Louisville NETWORK has been in existence for nine years, and its first replication, the Lexington NETWORK, has been functioning for five years. It is now being replicated in Corydon at the Leora Brown School.

South Harrison Community Schools' Gifted and Talented Program

315 South Harrison Drive
Corydon, IN 47112
Phone: (812) 738-2168
Fax: (812) 738-2158

Contact Persons:

Linda Ray
Same address/phone above
E-mail: rayl@corydon.shcsc.K12.in.us

Neyland Clark
Same address/phone above

Student Round Table Discussions

Students in the four Harrison County high schools were notified that a student round table discussion group was being formed. The purpose of the group was to allow students the opportunity to collaborate, share, and discuss issues of concern. Those students wanting to be a part of this group were asked to write a one-page proposal explaining why they wanted to participate and to give an overview of what they felt they could gain from the sessions. They were also asked to describe the attibutes they felt they could add to the group's dynamics. Eight students applied; all were accepted.

The students met every Sunday at the Leora Brown School, a cultural and educational center, located in the county seat of Harrison at Corydon. This off-campus site was chosen to provide a neutral meeting place. Group facilitators were all volunteers, although one of the facilitators, Mark Stein, a professional mediator, also agreed to help with the series. Students chose the topics for discussion and researched the subjects in preparation for the sessions. All of the sessions were covered by the local newspaper, the *Corydon Democrat*, and with student approval, quotes were included in weekly newspaper articles.

Some of the issues discussed were:
- Prejudice in Harrison County
- Rivalry between schools
- Trust factors
- Violence at home and at school

Outcomes as a result of the sessions:
- An increased understanding of individual differences
- An awareness of the need to continue to work toward building a positive and caring environment
- Realization that prejudiced attitudes are prevalent in the home and effect the attitudes of the students
- Realization that students want more time to share, collaborate, and be together in an non-threatening way

First Presbyterian Church

300 W. Wayne Street
Fort Wayne, IN 46802

Phone: (219) 426-7421
Fax: (219) 422-6329

Contact Persons:

John S. Park
Same address/phone above

Roy Martin
Same address/phone above

Socratic Seminar: Dialogues on Race

To promote understanding and cooperation among races in the Fort Wayne community, the First Presbyterian Church is hosting five Socratic seminars in 1998-99. These seminars are open to the public and are sponsored by the church's Social Witness Committee, with the endorsement of the Fort Wayne Urban League.

Seminars engage participants in thoughtful conversations about fundamental ideas, values, and issues: namely race and racism. These conversations allow for reflection, renewal, redirection, and intellectual growth. Participants should not expect a session to end with an "action plan" in hand. Eventually, after all five dialogues have taken place, an action plan may develop, but the real purpose of the seminar is to ensure that everyone is heard, that a sense of mutual trust and respect exists, and that no one has "the answer or answers" to all the critical questions that come about as a result of such a discussion. Instead, everyone listening and talking to each other will hopefully bring about some answers which will eventually create a sense of community.

These are not panel discussions or lectures; they are actual dialogues using the Socratic seminar method of conversation, which is based on Socrates' theory that enabling people to use their minds is more important than filling their heads with "right answers." In other words, knowledge and understanding are better achieved when constructed rather than received.

In a Socratic seminar there is an inner circle and an outer circle. The inner circle is composed of approximately 25-30 chairs arranged at tables placed in a rectangle. If people choose to sit in the inner circle, they need to plan to be actively engaged in the dialogue and stay until the seminar is finished. If people sit in the outer circle, they may leave at anytime and may only participate in the actual dialogue if they sit in the empty chair left at the table in the inner circle. Once comments have been made, they must then return to their chair in the outer circle, leaving the chair empty for someone else.

Nationally recognized Socratic seminar expert, Burt Plumb, facilitates the discussions. He gives everyone a text to read at the beginning of the seminar. Once everyone has read it, he asks a question, and the dialogue among the inner circle begins.

Junior League

3811 Illinois Rd. Suite 206
Fort Wayne, IN 46804

Phone: (219) 432-6979
Fax: (219) 432-8689

Contact Persons:

Sandi Kemmish
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Study Circles: Race Awareness

Junior League's (JL) mission is to strengthen communities by embracing diverse perspectives, building partnerships, and inspiring shared solutions. The JL provided the primary funding for a Study Circles' pilot program in 1998-99; six groups were formed with a total of over 60 people participating. The program was so successful that the number of groups is expected to double for the 1999-00 series.

The purpose of the Study Circles is to bring small groups of individuals together to discuss race relations in the community. Each participant commits to attend five two-hour sessions that progress from personal insight to community policy and action. When organizing the groups, an effort is made to balance the groups and facilitators between white individuals and people of color.

In addition to participating in Study Circles, JL has made many other efforts to raise the multicultural awareness of its members. Through workshops, ethnic presentations, and newsletter articles, the League's Multicultural Committee encourages its members to seek self-awareness, a better understanding of race relations, and an awareness of cultural differences.

NAACP

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The Greencastle NAACP joined approximately 80 other people at the Gobin Church to discuss the community's racial concerns. Some of the topics discussed were African-Americans encountering problems with local merchants and a lack of racial diversity in upper management positions of several of the community's largest employers.

The NAACP is also working with DePauw University to start study circles on campus. So far they have had 3 groups, with both students and faculty participating.

Hudson Institute

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Race Relations Discussion Series

In July 1998, the Hudson Institute invited Tamar Jacoby to speak about her book, *Someone Else's House: America's Unfinished Struggle for Integration.* The discussion proved so engaging that several of the guests expressed a desire to continue the dialogue.

In response to that desire, Hudson decided to host a series of discussions on the topic of race relations. A group of community leaders were engaged to serve on an advisory/planning team to develop an agenda for monthly sessions that focus on general issues as they relate specifically to minority communities. Outside guests have included a variety of people, such as: Roy Innis, National Chairman of the Congress of Racial Equality; Van Woods, CEO of Sylvia Woods Enterprises; Charlie Nelms, Indiana University Vice-President for Student Development and Diversity; and Kevin Armstrong, Senior Public Teacher at the Polis Center.

Hudson realizes that just talking about the problem will not change anything, but they also recognize that talking is part of the solution. The Institute feels that as people with various cultures and heritage talk together and learn to know and understand one another, they can begin to see commonalities as human beings rather than only differences in skin color. They can begin to see unique individuals rather than stereotyped masses. Monumental change is not expected to result from the discussions alone, but it is hoped that all of the small steps will eventually lead to a better, healthier society.

Anyone who is interested in this topic and wants to contribute in a positive way to the dialogue is welcome. To get on the mailing list for the Race Relations Discussion Series call (317) 549-4190.

Hudson is in the process of developing a new policy center through which more in-depth events can be facilitated, major research projects can be accomplished, and public policy can be influenced.

Concerned Citizens for Racial Harmony

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Southern Indiana Study Circles on Race Relations

Concerned Citizens for Racial Harmony (CCRH) is an independent, nonprofit organization open to interested individuals and organizations. CCRH was created in the summer of 1993 by two pastors, one black and one white, serving neighboring United Methodist churches in Jeffersonville. Over the next three years, it sponsored two race relations symposiums for members of six downtown churches. CCRH used a variety of methods to start a discussion on race. In 1994 it used the local high school theater's original production of "School Colors" *(See "Jeffersonville High School" on Best Practices page 121 for more information)* to start the discussion; in 1995 it used a concert by a local black Grammy Award-winning gospel singer; and in 1996 it used a pilot program "Study Circles on Race Relations" to engage 65 people in a conversation on race.

After the pilot program, CCRH decided to plan the Southern Indiana Community-Wide Study Circles Program on Race Relations and Ethnic Diversity for the fall of 1997. The program targeted persons who lived or worked in Floyd and Clark counties but was open to anyone in the Louisville, Kentucky metropolitan area. Support of local businesses, government, schools, churches, and media was sought; donations were raised to fund the project; and the program was publicized widely. Registrants were assigned to groups of 10-12 persons with two trained facilitators per group. Each group met weekly for six sessions and used the Study Circles Resource Center's dialogue guides. Three hundred people participated in 25 study circles and 150 people attended a closing celebration; some groups continue to meet and share experiences.

Two youth study circles were held in a local high school during the spring of 1998, serving as pilots for future activity. CCRH and the Human Relations Commission of Louisville are working toward a joint metro-area study circle program for the spring of 1999.

Tippecanoe County Study Circles

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Tippecanoe County Study Circles (TCSC) have been formed to stimulate grassroots democratic discussions on public issues, particularly race relations for the purpose of encouraging racial and cultural understanding. Local organizations which are helping to sponsor the TCSC are:

- Asian American Network of Indiana
- Baha'i Community of Lafayette
- Citizens for Civil Rights
- Community and Family Resource Center
- Greater Lafayette Chamber of Commerce
- Hillel Foundation of Purdue
- Lafayette Alliance of Latin American Opportunities and Resources
- Office of Human Relations at Purdue University
- Unitarian Universalist Church
- West Lafayette Human Relations Commission

A project that evolved from one of the study circles was an event at the Tippecanoe Public Library, "Stories That Unite Us." The event was a collection of story tellers from around the world, sharing tales from their homelands. There were also dances and art activities by representatives of various cultures. The event was so well received that it is being made an annual event.

A similar activity was held during Black History Month at the West Lafayette Public Library. David Lewis, diversity consultant, read stories about and by African-Americans. Approximately 30 children and their parents attended.

Grant County Ethnic Diversity Task Force

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Harmony 2000 Study Circles

The Ethnic Diversity Task Force, which is a part of the Grant County Chamber of Commerce, is the umbrella organization for Harmony 2000. As the central hub for communication, the Chamber of Commerce also provides clerical support. The vision of Harmony 2000 is to promote racial harmony and cultural understanding throughout the greater Grant County area.

The coalition for this program includes representatives from major industry, labor, the religious community, and the educational community, especially the Marion Community Schools Corporation, whose personnel have conducted a number of study circles. The Marion Human Relations Commission offers organizational assistance to sponsoring organizations as they commit to being hosts for the individual circles.

Approximately 120 people have participated in Harmony 2000, 100 as participants and 20 as facilitators. Seven sponsors have initiated small groups of 5-12 persons of diverse races and cultures. Sponsors are responsible for selecting an organizer who will recruit the facilitators and the participants.

The material used for the five sessions is furnished by the Study Circle Resource Center. The study circle process evolves from personal perspectives involving race to community issues that participants feel a need to address. The goal of Harmony 2000 is to develop a diverse community-wide network of at least forty study circles of up to 500 people total.

The task force has found that it is extremely important to have a core group of committed people to lay the groundwork and that the stronger the coalition base is, especially from the faith community, the easier it is to start a community-wide effort.

Human Rights Commission

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Study Circles

Muncie has the longest running program of study circles in Indiana. The first rounds began in the fall of 1995; since then, between 400-500 people have participated in the groups which meet for 1-2 hours a week for 6 weeks.

These groups are purposely formed to include people of the most varied lifestyles; one group included a school administrator, a welfare mother, and a corporate executive. The study circles are based on a town-hall meeting concept and are a community based affair where all persons are encouraged to join in an open dialogue regarding race issues in their individual neighborhoods.

The police department and the schools have participated in the study circles in an attempt to deal with their organizations' race-related issues. The Muncie Human Rights Commission has mentored Lafayette, Richmond, Terre Haute, and Evansville on study groups and has trained their facilitators.

Each study group is assigned to come up with a community project. In the past, groups have worked with Habitat for Humanity, written letters to the editor regarding racism and related issues, met with the police department to discuss race relations, celebrated Kwanza together, and volunteered a day to work with young people at the Inner-city Youth Center, to mention a few.

Several local churches also work in conjunction with the Human Rights Commission. Black and white churches in the community share fellowship with each other as a bridge to better understanding between the races.

Human Rights Commission

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Community Study Circles

With a growing awareness that race relations can be improved only through understanding one another, the Study Circles on Racism pilot program began in Richmond during the fall of 1997. By the spring of 1998, the pilot study group had started three additional groups, including a series of race relation dialogue sessions which involved the Richmond Police Department. Plans are underway to do another series of dialogue sessions with the Police Department in 1999, with an expanded focus on ethnicity, religion, sexual orientation, and economics.

Several organizations have worked with the Richmond Human Rights Commission (RHRC) to help organize the study groups: the Mayor's Office, YWCA, Ministerial Association, Earlham College, and the Dr. Martin Luther King, Jr. Celebration Committee.

The RHRC has begun contacting local schools to discuss the possibility of conducting training sessions for staff and faculty to deal with race relations in their schools. The Commission also hopes to expand their training to include local businesses and organizations. They are currently in the process of developing a study circles' package for corporate executives concerning work related issues.

Some of the discussion groups have decided to continue to meet for social purposes and support. One of the biggest challenges in launching the project was getting the black communities' participation; enlisting the help of the local faith community was useful.

Media support from local radio and television stations and the newspaper were extremely helpful in terms of promotion and advertising.

Human Rights Commissison

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Study Circles

To bring together people from different backgrounds for discussions on race relations problems and solutions, six study circle groups of paired black and white churches were conducted in 1996. Since then, seven more groups have been held, including one in an inner-city neighborhood.

Helping the Human Rights Commission to organize the circles is CURE (CommUnity Religious Effort; *See Best Practices page 82*) and the Near Northwest Neighborhood. Currently, funding is provided by the HRC, but they are hoping to expand the program with the help of the YWCA.

Carmel Clay Chamber of Commerce

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Hamilton County Diversity Committee

To meet the special needs of rapidly growing minority populations, a diversity coalition of various Hamilton County organizations has recently been established. These include police and fire departments, the Chamber of Commerce, churches, hospitals, businesses, and educational institutions.

While the Hamilton County Diversity Committee is still in its beginning stages, initial goals are to:

- Produce a directory of services, organizations, and programs available to assist minority populations with their language, legal, medical, and religious needs
- Initiate needed programs which are not currently available
- Assist police/fire departments and local businesses to overcome language barriers

Cultural Awareness Committee

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The Cultural Awareness Committee (CAC) was formed in response to the suggestions that were discussed at the 1998 Dr. Martin Luther King, Jr. Breakfast on how to improve the racial climate in Columbus. The group's members represent key segments of the community: Bartholomew Consolidated School Corporation, Human Rights Commission, Chamber of Commerce, Police Department, Community Development, Quinco, and the NAACP.

The group has drafted a mission statement to support the City in bringing government to the people by:

- Promoting the inclusion of all cultures in Columbus
- Increasing the understanding of different cultures in Columbus
- Promoting cultural awareness programs throughout the city
- Increasing interpersonal sensitivity toward other cultures
- Promoting a safe environment for all city residents
- Being a resource for city and community services
- Promoting the "common good" among all people living in Columbus

Committee members will attend a four-hour training session to educate and coalesce the members regarding key cultural issue. From that session, a work plan for 1999 will be formulated. Anticipated key activities include:

- Helping to address the issues associated with a growing Hispanic population
- Developing a list of diversity related events in the community
- Looking for opportunities to connect and/or consolidate diversity events to produce a greater impact and/or better utilize resources
- Developing a common template for diversity training in the community

Reaching Common Ground

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While the main focus of RCG is the elimination of violence, many of its programs and activities overlap into the area of increased understanding and respect for racial diversity.

Currently, the RCG is a coalition of 19 agencies in the Elkhart community. Their mission is "to promote partnerships between individuals and organizations that routinely do not converse but who share common goals. The conversation produced by these partnerships will serve as a catalyst for increased community awareness. Out of this awareness will come a clearinghouse for shared resources and collaborative efforts towards achieving a peaceable community."

Among others, RCG supports such activities and events as Study Circles, Cultural Diversity Training, the Cultural Diversity Day in Goshen, the City of Peace Rally in Elkhart, and the Ethnic Fair at Goshen College.

reaching common ground

Diversity Network

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In May of 1997 a group of people met to discuss community interest in developing a network that shared information about diversity activities in the Evansville area. Since then, Diversity Network has acquired over 90 members and 3 active subcommittees. The mission is to "affirm that diversity makes a stronger community."

Some of the events which Diversity Network has supported are:

- Assist with the Minister's Wives' efforts to bring Coretta Scott King to Evansville
- Work with Angel Mounds for the Ohio River Art Festival
- Partner with Evansville Personnel Association to conduct a diversity survey and hosted a network session
- Support Human Relation Commission's Study Circle efforts

Diversity Network's Goals are to:

- Encourage interaction and communication among diverse people, specifically addressing the difficulties of communication and dialogue concerning diversity
- Promote and support celebrative community events that focus on diversity and/or provide opportunities for understanding and interaction among diverse community members
- Provide educational opportunities focusing on diversity
- Identify the strengths and weaknesses of Evansville's diverse community
- Get community leaders of the public and private sectors to commit to supporting the "Vision and Mission" of the network
- Develop a "quick response" process to implement when/if an acute community situation arises that would require this group to respond
- Develop a training program for business
- Develop a diversity resource center or listing of resources available
- Create a welcoming community
- Set up a governmental affair's committee to research, address, and influence legislative activities that affect diversity issues

Finding Common Ground Initiative On Race Relations In Indianapolis

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Finding Common Ground creates a complex initiative to address complex challenges. This three-year initiative is expected to begin in 1999 with the Indianapolis Urban League serving as the lead partner and the Polis Center as the project manager. The proposed initiative consists of three component projects:

Curriculum for Training Community Trustees - This project will implement the existing Finding Common Ground Workshops to develop a network of community trustees informed on the subject of race relations. The goal will be to present approximately 40 workshops over the next three years to produce 500 community trustees. New information from the Community Research and Assessment project will allow the curriculum materials to evolve over time. The workshops are designed so that participants can explore the history of race relations, interpret meaning from this information, and use their learnings as a basis for improving race relations.

Workshop I: Race Relations: An Introduction to Dialogue - Participants are introduced to the purposes, goals, and objectives of the curriculum and begin to identify the factors that influence and shape race relations. The concept of "differentness" will be introduced and discussed by participants as a way to begin exploring race relations.

Workshop II: Contemporary Race Relations in Indianapolis: Myth and Reality - Participants are introduced to the meaning of the words "bias, 'ism,' and prejudice" as a way to examine and evaluate their beliefs, attitudes, and perceptions toward those who are different. Demographic data about blacks and whites in the community is presented, and participants are given an opportunity to compare their perceptions with facts.

Workshop III: The History of Race Relations: A National, State, and Local Perspective - Participants begin work on the history timeline by reviewing the history of race relations from a national, state, and local perspective; identifying broad themes and issues; and sharing personal stories. A history quiz is given to participants and opportunities are provided for discussion of the answers.

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Workshop IV: Return to History: Analysis of Meaning - Participants continue to work with the history timeline and review and analyze national, state, and local history of race relations in the years since World War II. Participants share personal stories in the context of the larger historical picture. Time is provided for the interpretation of the meaning of this history. Participants complete preparations and plans for conducting oral history interviews with selected interviewees who reside in the larger community.

Workshop V: Next Steps: A Commitment to Change - Participants debrief their experiences and learnings from their oral history interviews. They discuss what they have learned from the complete workshop and complete a written evaluation. Arrangements are made for follow up with participants.

Community Research and Assessment - A community research and assessment project with the Indianapolis Commission on African-American Males will produce comparative analysis of racial attitudes and behaviors of white and black Indianapolis communities. This project will include the investigation of current racial attitudes among Indianapolis residents, as well as explorations into the barriers that prevent vulnerable populations, such as young African-American men, from accessing educational, economic, and other opportunities and resources of Greater Indianapolis.

Sustaining the Dialogue and Forming Strategies for Action - Intentional efforts will sustain the efforts of 500 Finding Common Ground graduates and incorporate new information on race relations in the community into the ongoing dialogue. Working with graduates and partner organizations, such as the Race Relations Leadership Network, the initiative will formulate strategies to improve race relations and oversee their implementation. The initiative will act proactively to disseminate information to the wider community and serve as a repository for resources and information relating to race and race relations.

The Polis Center
We bring things into perspective™

Greater Indianapolis Progress Committee

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Race Relations Leadership Network

The mission of Race Relations Leadership Network (RRLN) is to identify and discuss current cultural and racial issues of importance to the Indianapolis community, to probe real and perceived barriers and frustrations to equality, and to identify and implement possible solutions.

The RRLN serves the community by educating and sharing information about interracial and cultural relations and by considering and implementing ways that can continually influence how ethnic and cultural concerns are perceived and addressed. The members of this group, by virtue of their professional or constituency positions, are charged with keeping themselves and other non-member community leaders abreast of race relations issues, effecting improvements in race relations, and helping to deal with crisis if and when they occur.

This diverse membership includes leaders from business, education, religion, the arts, social service and non-profit agencies, community and neighborhood organizations, as well as city and state agencies. The RRLN has been recognized nationally as a Best Practice by such organizations as President Clinton's Initiative on Race, National Association for Civilian Oversight of Law Enforcement, National Association of Counties, and American Civil Liberties Union.

The Citizen's Complaint Process Working Group, a special RRLN task force, is an example of the Greater Indianapolis Progress Committee's capacity to bring diverse sections of community leadership together to develop and advocate for unprecedented change on racially charged issues. The Small and Minority Business Task Force was also established to examine the variety of programs and studies relating to business development at the neighborhood level, identify Best Practices and barriers to success, make recommendations for change where appropriate, and advocate for the implementation of those recommendations.

During the 1999 strategic planning process, the following six areas were identified for targeted focus:

. Criminal Justice (particularly police/community relations)
. Cultural/Ethnic Awareness (particularly barriers to full civic participation)
. Economic development
. Health and social services (including family issues)
. Education
. Upcoming Census (complete count, community awareness, etc.)

Interfaith Leadership Council On Racial Reconciliation

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The Interfaith Leadership Council on Racial Reconciliation (ILCRR) is working to promote racial reconciliation and develop mutual understanding and appreciation of various religious, racial, and cultural traditions in order to create a more just and whole community.

The steering committee, convened by Lamont Hulse of the Polis Center *(See "Finding Common Ground Initiative on Race Relations in Indianapolis" Best Practices page 103-104 for more information)* is intentionally inclusive of persons from different races and faith traditions; men and women; persons in business, education, not-for-profit, and other community organizations.

Still in the early stages of development, the ILCRR is an outgrowth of a 1998 year-long study of racism in Central Indiana. The study discovered and concluded that:

- Racism is pervasive in the workplace, the housing and rental markets, medical services, retail shopping, and in educational settings. It brings deep hurt and harm to its victims and undermines the well-being of the whole community.
- The general lack of awareness of the continuing problem of racism complicates efforts to address it in substantial ways. Many people believe that sufficient progress has been made to alleviate the problem.
- There is a lack of attention to racism in the religious community, in particular, and there is a lack of coordinated approaches to address racism in the community-at-large.

Initially the Council will concentrate on Central Indiana, including but not exclusively, the cities of Lafayette, Kokomo, Anderson, Muncie, Columbus, Bloomington, and Indianapolis. Some of the goals include:

- Become by doing! Develop concrete actions and events as a way of building relationships and discovering ways to be an effective avenue to promote racial reconciliation
- Work collaboratively whenever possible
- Develop a high profile event in the fall of 1999, such as a "Celebration of Diversity" to raise consciousness and to launch small group educational initiatives
- Be a resource repository
- Help diversity trainers, racial reconciliation trainers, etc., market their services

Carmel Clay Schools

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Diversity Committee

This organization is "dedicated to fostering an environment which promotes education and well being regardless of ability, age, appearance, gender, nationality, race, religion, sexual orientation, and socioeconomic status. All educational programs, activities, and interactions are enriched by celebrating uniqueness as well as commonalities. Respect for human diversity will be encouraged, followed, and enforced by Carmel Clay Schools."

The diversity committee conducted a diversity survey of parents, teachers, administrator, and students in grades 8-12. With 1,986 survey responses (38 percent of the surveys returned) the results will be used to develop a diversity action plan for the 99-00 school year. *See "Carmel Clay Diversity Survey" in Supplemental Materials Appendix.*

Elkhart Community Schools

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Middleton Achievement Program
Warren Outlaw
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Elkhart, IN 46515

Dr. Martin Luther King, Jr.
Math, Science, Technology Preparatory Academy

For six Saturdays in February and March, 45 students from five Elkhart elementary schools meet at Pierre Moran Middle School to develop their math, science, and technology skills.

Three students are selected from each of the fourth, fifth, and sixth grades from each of the five schools. Selection is based on teacher recommendation, including such criteria as classroom performance, positive social skills, attitude, and the student's likelihood of following through in the program. Jim Rice, principal of Beck Elementary, said the program is for "middle of the road kids who normally wouldn't get such opportunities." Goals of the academy are:

- To improve students' productivity and enhance academic achievement
- To provide a hands-on, inquiry based curriculum
- To stimulate an interest, develop critical thinking skills, and set in motion positive attitudes to learn at the highest level of performance
- To understand how these skills will be useful in the transition from education to career

The Academy is a pilot program, with visions to expand to students system-wide. Four teachers work with the students who spend an hour each in math and science and half-an-hour each in music and technology. Funding for the program comes from a Workforce Development Grant.

Tessa Sutton, a second grade teacher at Hawthorne Elementary, developed the Academy after attending the National Conference on Educating Children.

James Middleton Outstanding African-American Student Achievement Program

This annual program was formed to recognize and award the academic achievement of African-American students who have a 3.0 or higher grade point average each grading period. Organizers are a coalition of parents, educators, and community organizations. Since its inception in 1995, over 500 students have been recognized for their academic achievements. Each student is given a certificate of recognition, and the top two students in each grade level are awarded U.S. Savings Bonds. The student with the highest overall grade point is given special recognition and an additional Savings Bond.

The program provides encouragement, empowerment, and motivation to African-American students, and the awards inspire students to become present-day role models and future leaders in the community and the nation. The Middleton Achievement Program is a self-supporting, not-for-profit organization, funded solely through tax deductible personal and corporate donations.

Allen County Local Education Fund

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Impact of Race on Education

In 1998 the Public Agenda Foundation and Public Education Network collaborated to survey 800 black and 800 white parents across the country to determine their attitudes regarding the impact that race has on public school students receiving a quality education. Eight grants up to $25,000 each were offered to Local Education Funds across the country to begin conversations based on the results of the national study. The purpose of these conversations is to encourage community actions that will improve the quality of public education for all students.

Project Vision:

The Allen County Local Education Fund (LEF) envisions itself as a catalyst for developing the necessary community partnerships and gaining buy-in to survey and understand the attitudes of local parents and community constituents on the impact of race on education. The LEF also sees itself as a catalyst for helping the community to 1) increase their understanding of the wide range of factors that influence academic achievement of students, and 2) move beyond the local survey by sustaining public engagement to address those issues that promote academic achievement for all children.

Principles Upon Which The Project Will Operate:

- LEF recognizes that the root issues of the project are broader than the public school systems and will require solutions that extend beyond the schools to students' families and the community.
- LEF recognizes that there are many local race relations initiatives already in process and merely seeks to invite the existing initiatives to expand their dialogues to include the identification of issues surrounding the impact of racial attitudes on education.
- LEF seeks to form broad and inclusive coalitions to bring about necessary change through a policy and systemic framework.
- LEF will seek to collect, analyze, and present data in a technically accurate and unbiased manner.

Partnership Organizations:

The LEF is the only organization within Allen County that works across the four public school districts to build community support for public education. The LEF will therefore, serve as the focus organization and has invited the Fort Wayne Urban League and the United Way of Allen County to help launch and carry out the project. The partner organizations will form a community steering committee composed of representatives from a broad range of community groups that are currently conducting race related projects. Each school district will also have a representative.

Scope of Work:

The initiative proposes 1) a local survey to understand the attitudes and sentiments of black and white parents and 2) the engagement of the community in public conversations and actions related to the relationship between race, student learning, and student achievement. Based on the survey and the conversations, the project will be structured to work with the steering committee, school districts, and broad representation from the community to identify key issues. The dialogue will lead to the development and implementation of action plans and the strengthening of the partnership between the community and schools.

Proposed Process-

Input Phase:

- Administer a local survey on the impact of racial attitudes on education and use the data from the national survey to compare to local sentiments and perceptions.
- Identify community organizations that are currently engaged in racial initiatives for the purpose of involving them in the project.
- Analyze local data on student achievement and/or performance.
- Share the national and local data with participants for use prior to, during, and after the public conversations for the purpose of identifying key issues that impact student learning.

Dialogue Phase/Public Engagement:

- Develop forums in various parts of the community that are reflective of its citizenry.
- Train facilitators to capture/record the sentiments and perceptions of the community.
- Use the media to reach the community by providing information about the project and as a means of securing community input and involvement.

Plans/Action Phase:

- LEF will be the catalyst for bringing the community together to develop and execute action plans.
- LEF will ensure that key issues and plans will be communicated to the community.
- LEF will provide periodic updates to the community over the life of the project.

Evaluation Phase:

- Establish and execute a process for evaluating the project.

See timeline of "Allen County Implementation of Race/Education Project" in Supplemental Materials Appendix.

Fort Wayne Community Schools

1200 South Clinton Street
Fort Wayne, IN 46802

Phone: (219) 425-7255
Fax: (219) 425-7722

Contact Person:
Henrietta Howell
Same address/phone above

Diversity Initiative

Twenty-four central office and school administrators are being trained in a train-the-trainer program conducted by Lambert & Associates Diversity Training and Consulting. *See "Lambert & Associates" in Additional Resources Appendix.*

Those who are trained in this program will then train other administrators, teachers, and support staff. Fifty-six teachers have been contracted to coordinate and facilitate diversity initiatives in their individual school buildings; these teachers meet once a month and are paid a stipend for their work.

FWCS hopes to eventually train all of their 4,255 employees. As the plan is implemented at the various levels, nearly 32,000 students and their families will benefit from this diversity effort.

Funded by the general fund and various grants, the program is built around a course model that approaches diversity from three perspectives: self-awareness, cross-cultural understanding, and skills for multi-cultural settings.

FWCS

Fort Wayne Community Schools

1200 South Clinton Street
Fort Wayne, IN 46802
Phone: (219) 425-7000

Contact Persons:

Marg Roberts
Same address above
Phone: (219) 425-7283
Fax: (219) 425-7501
E-mail: marg.roberts@ fwcs.K12.in.us

Greg Slyford
Same address above
Phone: (219) 425-7274
Fax: (219) 425-7501

Project Peace II

Project Peace began in the six high schools and two of the middle schools and has been expanded to include most of the FWCS grades K-12. The program consists of 8 full-time professional mediators who work with approximately 160 peer mediators at the middle and high school levels. The initial training of the professional mediators was conducted through Manchester College and SCORE, a nationally recognized mediation initiative. The project was created and sponsored by the Indiana Attorney General's Office and the Indiana Bar Association and was the only comprehensive secondary program in the state at that time.

Through the conflict mediation program, students learn the skills of responding creatively to conflict in the context of a supportive, caring community. In addition, they learn to respect and appreciate people's differences and to understand prejudice and how it works. School administrators report that resolving school-based disputes positively impacts the school environment. The district has experienced a reduction in the number of physical fights and law violations since the initiation of the mediation program.

Students were receptive to an alternative method of handling conflict. In the three years since the program began, peer mediators have conducted 1,129 mediations and adult mediators 2,220 mediations. Of these mediations, 98 percent have ended in a signed agreement.

To meet the challenge of expanding the program to include grades K-12 during the 1998-99 school year, conflict resolution teams were formed in each building, consisting of several teachers and staff, an administrator, and a parent. Using grant funds these teams were given two and a half days of training. In addition, a four-hour overview workshop was presented to all staff in the elementary and middle schools.

Project
PEACE

Hobart Middle School PTA

705 East 4th Street
Hobart, IN 46342

Phone: (219) 942-8541
Fax: (219) 947-7194

Contact Persons:

Steve Cronk, Principal
Same address/phone above

Debbie Medellin, PTA President
223 Kelly Street
Hobart, IN 46342
Phone: (219) 942-1074

Multicultural Night

This annual community event is held in the Hobart Middle School's cafeteria where participants are treated to food, music, costumes, and dances from many nations.

The school believes that this event draws the community closer together and gives them an opportunity to promote understanding and appreciation for the unique customs of other races and nationalities.

Heartland Film Festival

804 N. Delaware Street
Indianapolis, IN 46204

Phone: (317) 236-6515
(317) 236-6522
Fax: (317) 236-6519
E-mail: promoco@familyevents.com
Web Site: www.familyevents.com

Contact Person:
Pat Hubley
Same address above
Phone: (317) 236-6515 Ext.106

City at Peace: A Documentary Film

City at Peace is a documentary film about a Washington D.C. theatre program that uses music, dance, and personal storytelling to help teenagers bridge the chasms of race, culture, and class. The cast of 60 young people came from prestigious private schools and inner-city public schools; some came from the streets. The film documents the lives and rehearsals of this diverse group. At first, fear and prejudices divide the group and tensions seem insurmountable, but gradually the cast confront their differences and discover their similarities. The film was awarded a Crystal Heart Award at the Heartland Film Festival in 1998.

Some 500 students from 16 schools throughout Central Indiana recently viewed and then discussed the 90 minute film. Screenings were held at local United Artist and Galaxy theaters and were sponsored by the Heartland Film Festival and Cinergy.

Future viewings of the film for school groups will be at the Indiana Historical Museum's new location at the corner of West and Ohio Streets in Indianapolis. Some consideration is being given to taking the film to other parts of the state. Total time for the viewing and the discussion is approximately two to two and one-half hours.

International Center of Indianapolis

200 W. 49th Street
Indianapolis, IN 46208

Phone: (317) 259-7053
Fax: (317) 259-7287

Contact Persons:

Jane Schegel
Same address/phone above

Caterina Blitzer
Same address above

South African and Chinese Professionals Intership Programs

The ICI is the local host organization for the South Africa International Professional (SAIP) program, an intership for young professionals from South Africa, most of whom are from previously disenfranchised groups. The SAIP program is funded by the United States Information Agency and coordinated by Indiana University International Programs.

The purpose of the two month interships is to provide mid-career professionals with a chance to work in Central Indiana in their field of expertise. The ICI has placed South Africans in arts management, sports management, public administration, police work, engineering, and social work. The interns work in one or more settings and live with volunteer host families.

Their involvement, professionally and as "family members," has helped dispel stereotypes about Africa which exist in Central Indiana. The experience of hosting has also brought together African-American and European-American families and the staff of those organizations who work with the interns.

In March and April of 1999, ICI also hosted three Chinese physicians from Shanghai who worked at Clarian Health and lived with non-Chinese families in Indianapolis. Members of the Chinese community in Indianapolis also welcomed them. The Chinese interships are funded by the Municipality of Shanghai and Clarian Health. All the hosts families are volunteers, and Central Indiana institutions receive no compensation for offering the interships.

This experience with cultural and racial diversity has been as valuable for the hosts as for the visitors. Other Indiana communities interested in similar programs should identify a host organization to coordinate the intership experiences. Staff who are sensitive to diversity and have a broad range of community contacts are essential to a successful program.

IPS Office of Multicultural Education

Crispus Attucks Middle School
1140 Dr. Martin Luther King Jr. Street
Indianapolis, IN 46202

Phone: (317) 226-4613
Fax: (317) 226-4611

Contact Person:
Dr. Pat Payne, Director
Same address/phone above

The Office Of Multicultural Education (OME) acts as a catalyst of knowledge, scholarship, and resources for the teaching, learning, and understanding of diverse population groups, not only in Indianapolis, but also in the state and the nation. The OME offers direct instructional assistance to the IPS staff, students, and parents and organizes several multicultural events throughout the year.

During the 1997-98 school year, the OME revised the IPS policy on multicultural education and developed the "IPS Multicultural Benchmarks" which establishes guidelines for teachers concerning what students should know and be able to do at various levels of their education in order to become culturally competent.

Cultural Competence Institute

These workshops are offered four Saturdays a year at Crispus Attucks Middle School. A typical program agenda consists of an opening speaker, followed by several concurrent workshops that address various aspects of cultural diversity in education.

Conference on Infusion of Culture and History into the School Curriculum

This is a three-day event in August which offers participants a wide selection of concurrent workshops. The workshop topics present ways to infuse diversity culture and history into the existing school curriculum.

Multicultural International Festival

Going into its seventeenth year, this annual event is held in May at Glendale Mall; its purpose is to celebrate the diversity prevalent in the communities and to demonstrate how culture and history can be infused into the curriculum.

Continued...

Continued...

Multicultural Points and Perspectives

This is a monthly television program sponsored by the OME which highlights community events and presents perspectives from a variety of cultures. The show airs live from 6-7:00 P.M. every third Tuesday of the month on both Comcast and Time-Warner Cable.

Staff Development

The OME tailors a variety of workshops to meet the individual needs of IPS Schools. The workshops are designed to help educators understand the necessity for including cultural diversity in their curriculums and to help them acquire the skills and resources to do so.

Resource Library

A resource library of cultural diversity videos, curriculum materials, and historical documents is maintained and housed by the OME at the Crispus Attucks' location.

Crispus Attucks Museum

The museum recognizes, honors, and celebrates the African-American experience with emphasis on the history and legacy of the historical Crispus Attucks High School. It is an educational facility that offers students, educators, parents and the community access to documented history, research, exhibits, demonstrations, and guided tours.

There are four gallery showcases. Gallery 1 features the history of Crispus Attucks, the first school established for African-Americans in Indianapolis and recognizes its nationally celebrated graduates. Gallery 2 highlights local, state, national, and international African-American history. Gallery 3 is dedicated to the well known history of basketball at Crispus Attucks High School with special displays designated for its alumni heroes, Oscar Robertson Jr. and Bob Jewell. Gallery 4 contains a model train depicting the migration of African-Americans across the United States. The guided tour takes approximately one hour.

Celebration of Diversity

Pike Township Schools

6901 Zionsville Road
Indianapolis, IN 46268

Phone: (317) 293-0390
Fax: (317) 297-7896

Contact Person:

Kris MacBain
Same address/phone above

Betty Corbitt
Same address/phone above
E-mail: bcorbitt@pike.k12.in.us

Robin Mills
Same address/phone above

Multicultural Training Program

Training sessions are held for all staff members. A two-day session is held for teachers and a one-day session for all other staff members. The purposes of the training include, but are not limited to:

- Infusing multicultural concepts into the curriculum
- Promoting cultural awareness and understanding of multicultural education
- Developing an understanding of the history and power of "isms"
- Dealing with dynamic change in order to transfer the learning to generate positive classroom and school environments

The programs are inclusive as opposed to being exclusive and help to reduce the social distance among groups. Programs are conducted several times throughout the school year. The above contact persons are nationally certified REACH (Respecting Ethnic And Cultural Heritage) trainers and are responsible for conducting the sessions. *See "REACH" in the Additional Resources Appendix for more information.*

The REACH trainers also conduct awareness sessions which can be as short as an hour or up to four hours in length. Awareness sessions have been conducted at the Indiana University School of Medicine and the Gibrault School for Boys.

REACH has been endorsed by the U.S. Department of Education. It is non-threatening, yet effective. It works for classroom teachers, as well as clerical, administrative, custodial, and other staff members.

Wayne Township Schools

1220 S. High School Road
Indianapolis, IN 46241

Phone: (317) 243-8251
Fax: (317) 243-5744

Contact Person:
Linda Edwards
Same address/phone above

Human Relations Advisory Committees

Wayne Township Schools are included in the Marion County Desegregation Plan. At the beginning of the desegregation process, the school system and the two communities saw the need for a proactive group to deal with concerns regarding issues of racial diversity. As a result, they created the Human Relations Advisory Committees.

The District Human Relations Advisory Committee meets five times a year and consists of an equal number of parents from the desegregation district and the local district. The committee discusses school activities and school related concerns for the maintenance of racial harmony. A Faculty Humans Relations Committee with representatives from each school meets regularly for the same purpose. Each school has its own Human Relations Advisory Committee which also meets five times each year and is comprised of parents representing both districts. Finally, there is a Student Human Relations Advisory Committee in every school.

The committees help keep the community involved and the lines of communication open. They are successful in their efforts to promote understanding and prevent problems before they occur.

Jeffersonville High School

2315 Allison Lane
Jeffersonville, IN 47130

Phone: (812) 282-6601 Ext: 614
Fax: (812) 288-4812

Contact Person:
Jenni Herfel, Director
15 Portage Place
Jeffersonville, IN 47130
Phone: (812) 282-7592

"School Colors"

This dramatic presentation expressing students' real life situations about racism, family, and peer pressure has won two local, two state, and one national award.

Consisting of twenty vignettes, this dramatization has been performed at colleges, churches, conferences, and leadership and recreational programs for audience of 20-1,000 people. Following the presentation, a discussion of issues portrayed in the vignettes is also available for audiences.

One of the young actresses commented that she had become friends with white students who she had previously ignored. Another actress expressed rage at racial slurs she had previously disregarded. Said actor Pasquel Ross, "Before we could touch the audience, we had to get in touch with ourselves."

Loganspport Community School Corporation

2829 George Street
Logansport, IN 46947

Phone: (219) 722-2911
Fax: (219) 722-7634

Contact Persons:

Dr. Jerry Thacker
Same Address/phone above
E-mail: jthacker@lcsc.k12.in.us

Kay Scott
1300 N. Third Street
Logansport, IN 46947
Phone: (219) 753-3797 Fax: (219) 753-6159
E-mail: kfscott@cms.com

Migrant Education: English as a Second Language Program (ESL)

In response to a sudden influx of Hispanic/Latino families who have moved to the area to work in three new industrial sites, this program was established in all Logansport schools for the 1997-98 school year. The program helps Latino students and their families to learn the English language, to become aware of local service agencies, to understand legal requirements, to appreciate local culture and customs, and to assimilate into the community. The ESL staff also partners with local agencies in helping long-established residents to communicate with the Latino population, to appreciate the richness of cultural diversity, to meet the needs of the migrant families, and to accept the families as a part of the community. The Logansport School Corporation is currently serving the largest migrant population in the state.

In collaboration with the Indiana Department of Education: Division of Language Minority and Migrant Education, an enrollment center was opened in August 1997 to welcome all new students and their families to the community. The enrollment center provides information in the family's language of preference; identifies the child's school of attendance; arranges bus transportation, if appropriate; assesses the student's language proficiency; determines the child's qualification for special services; and checks the child's immunization records.

Based on the student's English language proficiency assessment, the ESL teacher and the regular classroom teachers plan the most appropriate educational experiences for the student. In addition to the Latino population, there are also increased numbers of Asian and Russian children moving to the area. Nine of the students list Vietnamese/Loatian as their first language; three list Navajo, and one lists Bosnian.

Since the beginning of the program, the school staff has received cultural diversity training through the Indiana Department of Education. A partnership with the U.S. Department of Education's Region VII Comprehensive Center at the University of Oklahoma was recently established to make professional development plans for the next school year.

With the growth of the program from 175 students in the fall of 1997 to 320 in the spring of 1998, additional staff members have been added. Three bilingual aides, one each for the elementary, middle, and high schools, help with parent-teacher contacts and interpretation of notes, newsletters, and forms.

In collaboration with one of the new industries, Iowa Beef and Pork (IBP), and the El-Tip-Wa Adult Education Center, the school corporation offers an adult English as a Second Language program with a current enrollment of 131 participants.

A summer program, rich with field trips and school-to-work experiences, is planned for the summer of 1999. The summer program will include a component for pre-school, as well as one for adult learners.

Students and parents have been positive and appreciative of the help afforded them by the program. Testing which is done at the beginning and end of each segment of the program shows progress. Observation shows that Latino students, who two years ago stayed to themselves, are now finding friends from multicultural backgrounds. All evidence indicates that the program is making a difference not only in the lives of the Latino children and their families, but also in the lives of all Logansport school children.

To find out more about the Indiana Department of Education: Division of Minority and Migrant Programs, call (800) 382-9962 or (317) 232-0555.

Logansport Community
LCSC
School Corporation

Native American Culture in Education

Little Turtle Waterway Corporation
1315 E. Market Street
Logansport, IN 46947

Phone: (219) 739-2125
E-mail: Zap@cqc.com.

Contact Person:
Mercedes Brugh
Same address/phone above

Delaware Chief Talks to Schools

Little Turtle Waterway Corporation (LTWC) is an organization dedicated to developing trails and points of interest along the rivers in Cass County. LTWC sponsored Moonlight on the Wabash, a dedication celebration of Little Turtle Waterway's new trailhead park. The first Moonlight event was a visit from former Delaware Chief Curtis Zunigha. Mr. Zunigha teaches college courses on Indian culture and shared his knowledge with fourteen groups of students about Woodland Indian stories and facts about river wildlife. He also presented a program for the public at the Logansport Library.

Additional celebration activities included a dedication ceremony by the Miami Twigh Twee Singers, talks by Woodland Indian Tradition Bearer Gwen Yeaman, and authentic Woodland crafts.

Native AmericanCraft Day

Approximately 165 students at Columbia Middle School participated in October 1998's Native-American Craft Day, an activity designed to culminate the sixth graders' unit on American Indians and their cultures.

Students studied 17 American Indian cultures. They learned about Aztec numbering, read stories from various tribal groups, and created Aztec pictographs to tell stories. They also made replicas of totem poles, ceremonial pots, and ceremonial ankle bands.

In science classes, students studied aspects of leaves, trees, and the solar system that were important to the Indians. In social studies, students followed the groups they had studied from the tip of South America to North America, from the past to the present day.

Students got help understanding modern American Indians from classmate Laverna Yellowman, a Navajo girl who recently moved to Logansport from Del Muerto, Arizona. Teacher Penny Bannon said that Laverna was "eager to share her experiences with classmates."

Metropolitan School District of Martinsville

460 S.Main Street
P.O. Box 1416
Martinsville, IN 46151

Phone: (765) 342-6641
Fax: (765) 342-6877

Contact Person:
Dr. James Auter, Superintendent
Same address/phone above

Diversity Initiatives

Following a racial incident at a Martinsville High School basketball game, Superintendent Dr. James Auter hired Dr. Charles Payne, a black diversity consultant from Ball State University, to advise the school system on future activities and directions to promote racial healing and understanding. In addition to diversity staff training at each of Martinsville's schools individually, Dr. Payne also conducted system-wide diversity staff training sessions.

The Martinsville schools have participated in a multitude of diversity activities. Brooklyn Elementary had a convocation on Native-American Culture, while Green Township Elementary participated in several activities during Martin Luther King week. During Black History Month, Green Elementary conducted an evening reading club with a theme of cultural awareness. Students and parent volunteers dressed in costumes representing various cultures, and volunteers read multicultural stories. Paragon Elementary has established diversity activities for each of their grade levels.

East Middle School's eighth graders attended IRT to see the Delany Sisters, a memoire of two black sisters from the turn of the century. West Middle School sent two students to the Indiana Civil Right Commision's 1998 Youth Summit to Prevent Hate Crimes. Both of the middle schools had convocations where motivational speaker Lou Rouson spoke about attitudes and success.

At the High School, several speakers talked to the student body: Dr. Charles Payne; Julia Carson, U.S. Congresswoman; Ken Johnson, Indianapolis Colt's chaplain; and Lou Rouson of Sportsworld, Inc. One of the senior English classes initiated a "People for People Week" to emphasize the importance of tolerance for all people, and the economics class developed a successful anti-racism T-shirt project.

Vigo County School Corporations

686 Wabash Ave.
Terre Haute, IN 47803

Phone: (812) 462-4404
Fax: (812) 462-4115

Contact Person:
Charles Pettit
Same address/phone above
E-mail: cep@vigoco.k12.in.us

Committee for Minority Recruitment

This recently established committee meets once a month and has formulated the following goals and objectives:

- To increase the overall number of minority school corporation employees
    - Share committee concerns with all central office administration and highlight sincere efforts of central administration to increase minority employees among all employee groups
    - Promote the adoption of a professional staff diversification goal by the Board of School Trustees
- To increase the number of minority classroom teachers specifically
    - Recruit at the university level
    - Begin efforts in middle and high school to encourage minorities to major in educaion; offer scholarships or provide stipends which would require a specific teaching commitment in the Vigo County School Corporation
- To involve the community in recruiting minority employees
    - Circulate literature to present the need for minority leaders as role models
    - Share goals of the committee and the reasons for them with various segments of the community (Chamber of Commerce, civic organizations, medical and legal associations, etc.) via presentations at scheduled meetings
    - Submit news articles or letters-to-the-editor with goals and reasons. Provide information for local TV news programs and radio shows as progress is made

East Chicago Fire Department

3901 Indianapolis Boulevard
East Chicago, IN 46312

Phone: (219) 391-8472
Fax: (219) 391-8274

Contact Persons:

District Chief John Edwards
Same address/phone above

Inspector Captain Reginald Robinson
Same address/phone above

Diversity Recruiting

The East Chicago Fire Department (ECFD), in conjunction with the ECFD Civil Service Commission and a consultant firm, is updating the Fire Civil Service Entry Level Exam to make it culturally unbiased.

In the FCFD's efforts to recruit minority citizens, the ECFD Recruitment Officer goes out into the community to build a rapport with East Chicago citizens who are considering a career with the Fire Department. Other recruitment avenues include career seminars, workshops, job fairs, newspaper, radio, and television advertisements.

Community Outreach Programs

Each year the ECFD sponsors two annual events for children, a picnic in the park and a Christmas party. Bikes and toys are given away, and the kids get a chance to meet their local firemen.

The City of East Chicago is made up of many different cultures and races of people. Rather than recognizing the differences, the ECFD sponsors these events to celebrate the similarities of people. The Exchange Club and the Parks and Recreation Department help to coordinate the events. Funding is provided by the generosity of community businesses.

The ECFD also participate in a Teen Fun Fair. Children ages 5-16 acted as participants while learning fire safety. Using the Fire Safety House, a 33 foot long trailer replica of an actual house, the firemen provide a hands-on fire safety learning experience. With the ability to simulate fire conditions in a home, the trailer is an excellent tool for teaching exit drills. The FCFD has received support and much positive feedback for their fire safety efforts.

Our Lady of Mt. Carmel Catholic Church

1045 W. 146th Street
Carmel, IN 46032

Phone: (317) 846-3475
Fax: (317) 846-3477

Contact Persons:

Johne Duncan
Same address/phone above
E-mail: duncanj@olmcl.org

Yolanda Arana
Phone: (317) 581-1560

Amigos En La Fe
(Friends in the Faith)

To accommodate the special needs of their Latino population of almost 600 people, Our Lady of Mt. Carmel Catholic Church offers a variety of programs. These include a Sunday evening Spanish Mass, religious instruction and sacramental preparation for youth and adults, legal and medical services, English language classes, and assistance with food, clothing, transportation, infant care, and employment opportunities.

Agency on Aging & Community Services

108 W. Main Street
Delphi, IN 46923

Phone: (765) 564-6939
Fax: (765) 659-4776

Contact Persons:

Jacqueline Kwasigroh
1008 S. Fifth Street
Frankfort, IN 46041
Phone: (765) 659-1100 Fax: (765) 659-4776

Clara Szabo
Same address/phone above

Head Start Hispanic Project

The increase of any minority population within an established community presents new and unique challenges for all members of that community. Recognizing this, the Hispanic Services Project has been established to help the traditional residents and the growing Hispanic/Latino population to address some of the challenges resulting from language and/or cultural differences. The project is a positive resource for businesses, government, and schools, as well as families and individuals of all cultures.

Services Offered:

- On-site English as a Second Language classes for factories and businesses with significant numbers of Latino employees
- Workshops on cultural sensitivity and awareness
- Social service referrals for the Latino population
- Spanish classes offered as needed
- Parent Education classes offered in Spanish
- Acculturation classes and workshops in Spanish
- Health and nutrition classes in Spanish

Asociacion Benefica Hijos de Borinquen, Inc.

(Association Benefiting Children of Puerto Rico)

3485 Michigan Avenue
East Chicago, IN 46312

Phone: (219) 397-9646
(219) 397-7531

Contact Persons:

Benjamin Jr. Aponte
12445 Patnoe Dr.
St. John, IN 46373
Phone: (219) 365-2613
E-mail: baponte@netnitco.net

Isaias Rivera
4622 Henry Avenue
Hammond, IN 46327
Phone: (219) 932-3287

Puerto Rico Disaster Relief Fund Marathon

To help the victims of Hurricane Georges in Puerto Rico, Puerto Rican and Hispanic organizations in Northwest Indiana organized a fund raising marathon.

Several bands and dance groups donated their time and talents to provide entertainment for the event. Ameritech helped to set up phone banks to take donations. Donations consisted of food, clothes, and money; over $36,000 was raised by the event. Attendance was over 1,000 people, most of whom had relatives in Puerto Rico and were appreciative of the marathon's efforts.

Puerto Rican Parade & Cultural Organization of Northwest Indiana

P.O. Box 3029
East Chicago, IN 46312

Contact Persons:
Maritza & Aida Lopez
4928 Euclid Avenue
East Chicago, IN 46312
Phone: (219) 398-0632 Fax: (219) 391-8512

Cultural Awareness Events

The Puerto Rican Parade and Cultural Organization (PRPCO) is committed to educating the community about Puerto Rican culture and art and celebrating cultural diversity.

All or most of the events correspond to important Puerto Rican historical dates. For 1999, the calendar consists of:

March 21: Pancake Breakfast
April 11: Fashion Show
April 30: Benefit Raffle
May 30: Miss Puerto Rican Tiny Pagent
June 26: Miss Puerto Rican Pagent
July 17: Dignitary Night
July 18: Kick Off Picnic
July 23-25: Three Day Festival with Parade on the 25th

The three day festival audience averages around 60,000 people. All of the events are organized and executed by volunteers. Financing for the events comes primarily from fundraisers; although at the current time, funding is not keeping up with expenses. The PRPCO is hoping to receive grant money to supplement their income.

Hispanic Community Services

1951 Wilshire Drive
Frankfort, IN 46041

Phone: (765) 654-9151
Fax: (765) 659-4186

Contact Persons:

Nora Jackson
5628 Roseberry Ridge
Lafayette, IN 47905
Phone: (765) 448-4314

Gilberto Garcia
656 W. Armstrong Street
Frankfort, IN 46041
Phone: (765) 654-4186

Hispanic Community Services (HCS) is a non-profit organization that is dedicated to helping Hispanic/Latino families. It provides food, shelter, transportation, education, language assistance, and guidance to enhance the quality of life for over 1000 Latino families in the Clinton County area. A partial list of services include:

- Provide assistance to find and maintain adequate housing . Assistance includes referrals to landlords, accompanying clients to secure housing, filling out rental agreements, helping with translation for people who are buying a home or for people who are making housing complaints to the Board of Health, and helping to obtain utility services. The HCS also works with the City Engineer, Board of Realtors, and other public authorities to improve the quality of available housing.
- Provide assistance to clients who need medical service. Assistance includes accompanying clients to the doctor, dentist, or hospitals for the purpose of providing translation services; providing transportation for medical care; helping to obtain prescriptions; and helping to complete insurance and medical forms.
- Provide monetary emergency assistance for medical care, food, utilities, funeral expenses, and housing.
- Serve as a referral to other social service agencies in the community.
- Provide assistance in seeking employment. Assistance includes job referrals, filling out applications, accompanying clients to interviews for translation purposes, and completion of tax and insurance forms related to employment.
- Provide educational assistance to obtain a driver's license and write letters of recommendation to meet identification requirements for getting a license.
- Provide assistance with completion of immigration forms; some cases are referred to an immigration attorney.
- Provide translation assistance and referrals to complete federal and state income tax forms.
- Refer clients to the Frankfort Adult Learning Center for educational classes, including English as a Second Language and preparation for the GED.
- Organize opportunities for Latino residents to participate in community service. Recent examples include a work day for the Prairie Creek Walk and participation in the March of Dimes Walk.
- Organize fund raisers for the support of the HCS. Examples include the Cinco de Mayo Festival and a Mexican Dance.

Indiana Chapter of National Conference Of Puerto Rican Women

P.O. Box 524
Hammond, IN 46325

Phone: (219) 392-9790
Fax: (219) 392-9790

Contact Persons:

Zoraida Rios-Andino
5609 Homerlee
East Chicago, IN 46312
Same address/phone above

Eugenia Montigo-Hernandez
P.O. Box 1327
Hammond, In 46325
Phone: (219) 933-9221
Fax: (219) 933-9921
E-mail: eugunia-m@rocketmail.com

Reflexiones Del Ayer
"Reflections of Yesterday"

A dinner/dance to honor some of the first Puerto Rican women to settle in Indiana during the 1940's and 50's has been held for the past four years.

Each year a book, *Reflexiones del Ayer*, is compiled about the women being honored and presented to them at the dinner. So far, 91 women have been honored. Indiana's and Puerto Rico's Governors usually provide a Proclamation for this event. The size of the audience averages around 300 people.

Funding is provided by ticket sales, advertising, and raffles.

Hispanic Center

617 E. North Street
Indianapolis, IN 46204

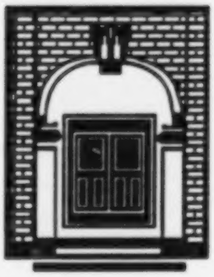
Phone: (317) 636-6551
Fax: (317) 686-6500

Contact Person:
Nellyda Soto-Jimenez
Same address/phone above

The Hispanic Center's mission is to enhance the Hispanic/Latino community's quality of life through providing services that address the needs of those most at risk. Services provided include:

- Translation and interpretation
- Assistance with immigration and naturalization procedures
- Job counseling and placement
- Services for senior citizens
- Food pantry
- Utility and rent assistance
- Domestic violence prevention and intervention programs
- Health care and social services for homeless individuals
- Nutritional programs for women and children under 5 years of age
- Pediatric Clinic
- Legal services
- Spanish Alcoholics Anonymous
- State and federal tax preparation assistance
- Six-week summer Hispanic/Latino Youth Camp which focuses on the celebration of music, art, health, and fitness activities
- HIV/TB education and testing referrals
- Immunizations

El Centro Hispano



Hispanic Education Center, Inc.

580 E. Stevens Street, 2A
Indianapolis, IN 46203

Phone: (317) 634-5022
Fax: (317) 634-0442

Contact Persons:
Marikay Duffy

The Hispanic Education Center (HEC) is committed to providing and expanding educational opportunities for Hispanics/Latinos in Indianapolis. To accomplish its mission, the Center develops and provides programs focused on:

- Increasing the number of high school graduates and facilitating enrollment in post secondary institutions
- Developing student mentorships
- Promoting adult literacy
- Creating an educational resource center that promotes Latino cultural and artistic expressions for all ages

The HEC recognizes that education is a key to a successful future. The lack of education limits people's ability to realize their potential and contribution to society. It is especially crucial for Latino immigrants, the fastest growing minority group in the country, as they struggle to learn a new language and culture in an unfamiliar environment.

Founded on a holistic, family-oriented approach, the HEC provides a direct link between Indianapolis and the Latino-American community. By creating programs to serve entire families, the Center eases Latinos into the mainstream of American life while helping them maintain ties to their heritage that contributes to the richness of this country.

Programs for Adults:

Citizenship- This program prepares students for the citizenship application process by offering courses in U.S. history and government structures. The program emphasizes the contributions of generations of immigrants to building the country.

Mensajes Para Mujeres- This daytime program for Latino women focuses on providing the participants proficiency in reading and speaking the English language. The program provides opportunities for self-development and training for new life skills needed to live within an unfamiliar environment. The aim is to support them to forge a successful future for themselves and their children.

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English Literacy- This English class provides basic language instruction and helps the participants to advance their comprehension and self-confidence. The class enables people to function independently in social situations.

General Education Diploma (GED)- In this individualized learning program, the student is guided in preparation for the GED examination.

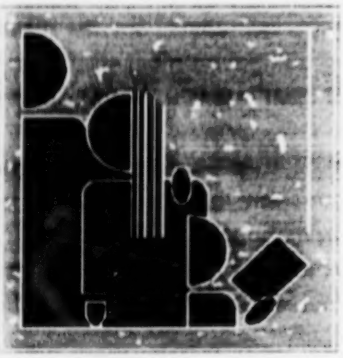
Spanish- The purpose of this course is to facilitate communication between Latinos and others in the workplace and social settings. The bilingual experience leads to a better understanding of Latinos and their culture. The classes are taught by native Spanish speaking teachers to persons who wish to achieve greater fluency in the language.

Spanish for Ministers- This class is especially designed for people employed by churches that service the increasing Latino population. In addition to basic, conversational Spanish, vocabulary relating to the specific needs of the religious setting is developed. Exercises focus on pastoral care events and issues. Spanish songs and prayers are also incorporated into the curriculum.

Programs for Children:

After School Discovery- This is a program for children ages six to twelve and follows the Indianapolis Public School calendar. The program offers academic support, skills building and reinforcement, enrichment activities, and art opportunities.

Summer Discovery- This is a six-week multicultural program for children offering challenging curriculum and encouraging creativity and discovery of new interests. Use of computer programs reinforces basic skills in language arts, reading, and mathematics. Field trips and a service component add to the interest and excitement that bring children back year after year.



Texas Migrant Council

Indiana Migrant Head Start

217 Southway Boulevard East, Suite 103
Kokomo, IN 46902

Toll Free: (800) 862-4767
Phone: (765) 453-1509
Fax: (765) 453-1809

Contact Person:
Bret Berry; Regional Director
Same address/phone above

The Texas Migrant Council's Head Start Program provides services in over 50 centers to approximately 2,500 migrant families and children in Texas, Indiana, Ohio, and Wisconsin. In 1999 there will be six Indiana Migrant Head Start (IMHS) Centers: Elwood, Marion, Kokomo, Bluffton, Plymouth, and Vincennes. The Vincennes center opens June 1 and the others open after July 4. The centers close in mid October, depending on weather and migration patterns.

Funding is provided by the U.S. Department of Health and Human Services. The IMHS's funding for 1999 is for 335 children. The Centers employ 100-120 seasonal staff and 9 year-round staff. It is IMHS'a mission to:

- Provide the highest quality comprehensive child development program for all eligible mobile migrant families who come to Indiana to work in agriculture
- Be a licensed, safe, secure, and nurturing environment for every child who comes to the Centers
- Be a recognized source of support to migrant farmworker families, their young children, and the Center's staff.
- Focus on preserving families and advocating for the fair treatment of all
- Provide services in a timely, efficient, courteous, and respectful manner

Eligibility requirements are:

- Child must be from birth to five years of age
- Child's family must meet Head Start income guidelines
- 51 percent of the family's income must be derived from agriculture
- Child's family has relocated to Indiana in the last 12-24 months for the purpose of working in agriculture

Often times migrant parents take their children to the fields because they have no where else to leave them. The fields are frequently contaminated with pesticides and machinery that are dangerous to the children's health and safety.

The Head Start Center's programs are individualized, multicultural, and utilize appropriate developmental activities. Children, whose native language is other than English, are encour-

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aged to strengthen their native language while English is gradually introduced. Children learn to be self-directed, to interact in group settings, and to be accepting of people's ethnic, cultural, and individual differences.

As the most important influence in a child's development, parents are encouraged to learn about the needs of their children and about educational activities that can be used at home. Parents are involved in program planning and share in the decision making.

Children receive a comprehensive health examination, and follow-up is provided for identified problems. At least 10 percent of the program's enrollment is designated for children with disabilities. A mental health professional is also available to families for diagnosis, early intervention, and treatment.

Community volunteers are an important part of the program. The time donated by parents, professionals, and providers of services count toward the 20 percent non-federal share of each center's budget.

St. Joan of Arc Catholic Church

900 S. Purdun
Kokomo, IN 46901

Phone: (765) 457-9371
Fax: (765) 454-7241

Contact Persons:

Father Paul Cochran
Same address/phone above

Diana Voiles
Same address above

Hispanic Ministry

Goals of St. Joan of Arc's ministry to Kokomo's established and migrant Hispanic/Latino population include celebrating diversity, creating community among the Latinos, and reaching out to those who find themselves in unfortunate situations and are in need of help.

The ministry includes several programs and activities. On Sunday evenings, there is a Spanish Mass for which church buses provide transportation to and from the migrant camps. During the evening Mass, religious education is provided for the young people in age classes 3-5, 6-9, and 10-13.

Church volunteers visit the camps on a weekly basis to socialize, pray with, and befriend residents. Parishioners prepare and serve a hot meal for 80-200 people, once a summer for each camp. Volunteers also insure that migrant workers have adequate clothing for their first communion and confirmation; this involves taking the person shopping and paying for the clothes. Prior to the migrants' seasonal arrival, volunteers clean, paint, repair, and curtain one camp per year.

Other services include teaching literacy classes with an emphasis on life skills and providing financial assistance, clothing, and haircuts. The church also organizes several celebrations and holiday events for the Latino workers. These include Stations of the Cross on Good Friday; Cinco de Mayo in May; a swimming party at the city pool with volleyball, basketball, and miniature golf also available; Day of the Dead in November; and a Fiesta for Our Lady of Guadalupe and Las Posadas in December. A pilgrimage to the Basilica of the Sacred Heart at the University of Notre Dame was also arranged.

Programs are funded by gifts, a huge summer rummage sale, and a few small grants. Father Paul Cochran emphasizes, "I think that as the Hispanic population in Indiana increases, we MUST do more things to promote an Hispanic awareness!"

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In our fields: hard work, hidden pain

Special needs of migrant farm workers pose a challenge for the Local Church and all who care for them.

By Mary T. Mancha

Seventeen-year-old San Juanita Varela should be in the 10th grade this year, but her responsibilities lie elsewhere. Unlike other teens living in Northcentral Indiana, her school year hasn't begun.

Every year thousands of Hispanic Catholic seasonal farm workers and their families travel in the migrant stream, harvesting crops from Florida and Texas to Indiana and Minnesota. They are the poorest of the working poor in the U.S., and whether they come to stay or move on, theirs is a story of struggle – of hard work and hardship.

San Juanita came to Cass County with her father and her sister's family of seven. While the adults work in the fields harvesting cucumbers and tomatoes, San Juanita does the household chores, prepares meals and cares for the needs of the children. The family lives in a cabin about the size of a college dormitory room.

Today's laundry, washed by hand with water from the camp's communal water station, hangs outside on a near-by clothesline.

"They wake up at 4 o'clock in the morning and they don't come home until the night," she says of the adults, tucking a stray hair behind her ear.

Each weekday she readies the five children for school and walks with them to meet the bus. San Juanita's duties also include looking after her 9-year-old niece, who because of special educational needs attends school only half a day.

But it's not the calluses on her hands or the responsibility of caring for five children that gets her down. "I want to go to school, that's why I worry," San Juanita says in a barely audible voice. She's already older than others in her grade, and she'll be older still when she graduates. If that day comes.

Nearly in tears she says, "Here, alone, I feel so sad." Back in Progreso, Texas, in an area near the Mexican border known as the Valley, "there's a lot of Mexican people, and neighbors help neighbors," she adds.

She thought Indiana would be the same, she says. But she hears differently from her sister's children, who often come home upset at being excluded and called names such as "tomato pickers," she says. "The children at school, they laugh about the immigrants that come and work."

In Texas, she was assured that work would be plentiful in Indiana and her family could earn good money. But now her adult relatives work all the time, she says. At night they eat and go straight to sleep. "When they come home, their clothes are so wet. It's scary because sometimes (they) work very hard, and (their) hands are with bumps and with blood, and it hurts," she says.

The money San Juanita's sister pays her from her own $5.25 hourly wage, along with their father's wages, go home to her mother in Texas, she says. "We just buy food and clothes. We don't waste money."

She smiles as she diverts her attention to the future. On Sunday, Sept. 21, she plans to make her first Communion and confirmation at St. Joan of Arc Church in Kokomo with Bishop William L. Higi. Soon afterwards, her family will travel back to Texas, she says.

The farm San Juanita's family works for has about 14 migrant workers this year, down from about 110 three years ago, according to former crew leader Rosa Carnley, who has traveled with the migrant stream most of her life. As more growers move toward machine harvesting, she says, the need for laborers lessens.

"It's not a very easy life, being a migrant, but you have to when you don't have any education," says Mrs. Carnley, who attended school through the sixth grade.

"There were years when I worked with water up to my waist," she says while cleaning fresh okra at the kitchen sink. "I used to work so hard. I'd come home and I'd work on the books ... until 1 or 2 o'clock in the morning, go to bed, sleep three or four hours and go back to the fields."

In her heart she believes it was those years of "back-breaking work" that led to a diagnosis of Parkinson's Disease two years ago, she says.

Although she says her son is now crew leader, Mrs. Carnley still lives in the "big house," at Dailey Camp with her husband, Ottis, who also works on the farm. Theirs is the only house in the camp with indoor plumbing.

The Carnley's youngest child, Melinda Addison, 21, lives with her husband in Kokomo. She spent her childhood migrating between Indiana, Florida and Texas.

"There are lots of things I felt I missed out on because she and my father were working so much," Mrs. Addison says. "Mom was 38 when she had me and by that time she was tired, and on her days off she wanted to rest. We didn't go to the park together – we didn't do things like that together."

She glances at her mom from the kitchen table, then into the next room at Daniel, her toddler. "I want to stay home with the kids and raise them well," she says. Her second child is due in March. She adds that she intends to get a degree in accounting and maybe work from home.

"I got home at 10 o'clock at night. I didn't have time for her," Mrs. Carnley admits. But now, she says, they're making up for lost time.

Reprinted from *The Catholic Moment*, V53,N32, Sept. 21, 1997.

Community Family Resource Center

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Lafayette, IN 47901

Phone: (765) 742-5046

Contact Persons:

Jose Munoz
Phone: (765) 474-6729

Clara Szabo
2115 Main Street
Lafayette, IN 46904
Phone: (765) 448-2752

LA FLOR

(Lafayette Alliance For Latin American Opportunities & Resources)

Some 10-15 volunteers and 40-50 people from the community meet the first Wednesday of the month to discuss needs and issues of Hispanics/Latinos in the Lafayette area.

Working full time, the volunteers provide several services which include recruiting agencies to share their services and mediating ethnic tensions and difficulties in the community. Currently LA FLOR members are meeting with management representatives from the Bureau of Motor Vehicles Branch Office to resolve several complaints of unfair treatment of Latinos.

With funding received from the United Way, LA FLOR also published *Community Resource Guides* in Spanish.

Latino Coalition of Tippecanoe County

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Lafayette, IN 46906
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Contact Persons:

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Lou Samudio
526 N. Earl Avenue
Lafayette, IN 47904
Phone: 765) 447-3129 Fax: (765) 349-3441

The Latino Coalition of Tippecanoe County (LCTC) used Cinco de Mayo, the May 5 celebration of the Mexican army's defeat of the French at the Battle of Puebla in 1862, as an opportunity to tell the community about the opening of the new LCTC office at Lincoln Center.

Their mission is to provide a bridge between the Latino population, social services, and the business community. Coalition president, Soledad Kardin-Smith said, "Many Latino workers do not know where to turn for help with legal, medical, and immigration concerns after they arrive."

The LCTC teaches classes for English as a second language and plans to offer Spanish classes for members of the business community who want to be able to communicate better with their new workers. Helping Hispanics prepare for the GED exam is also on the agenda, as well as providing translation services.

At the Cinco de Mayo celebration music, dancing, and authentic Mexican food were interspersed with tables and booths of information available in Spanish about Head Start and other community services and programs. The Tippecanoe County Public Library also used the opportunity to display samples of the many library materials available in Spanish.

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Greater Northwest Indiana Association of REALTORS

8680 Broadway
Merrillville, IN 46410

Phone: (219) 795-3600
Fax: (219) 795-3611

Contact Person:
Nancy Smith
Same address/phone above

Human Diversity and the Real Estate Professional

Challenges and Opportunities

An analysis of the 1990 U.S. Census showed that the Gary Metropolitan area, comprised of Lake and Porter Counties, tops the list of the nation's most segregated areas. Based on a new study of housing patterns, Northwest Indiana is the most racially segregated region in the country.

In response to this situation, the GNIAR sponsored a workshop for salespersons and brokers. This event counted towards two hours of mandatory and two hours of elective continuing education credit required for real estate professionals to renew their licenses. This workshop was co-sponsored by area fairhousing/human relations groups, lenders, and title companies.

Featured topics for the workshop were:

- Past, current, and future demographics and their impact on the real estate industry based on age, sex, ancestry, ethnic group, race, religion, disability, and/or familial status
- The impact of values, myths, assumptions, prejudices, and stereotypes on a real estate agent's business
- Identifying one's own blind spots and learning how to recognize, prevent, and respond to inappropriate attitudes, opinions, and behaviors in others
- Personal and career benefits of human diversity awareness and the agent's responsibility

NAACP Community Development Resource Center

NBD Bank Building
504 Broadway; Suite 638
Gary, IN 46402

Phone: (219) 881-2357
Fax: (219) 881-2358

Contact Person:
Mary Wood
Same address/phone above

Mortgage lenders Freddie Mac and Fannie Mae have recently formed or expanded partnerships with the NAACP to assist African-Americans, Hispanics, and other minorities in becoming homeowners.

Freddie Mac

The new alliance between the NAACP and Freddie Mac is designed to significantly increase home ownership opportunities for thousands of minority households. "This is a bold, multifaceted initiative that goes beyond a commitment to purchase mortgage loans," said Craig Nickerson, Vice President of Community Development Lending at Freddie Mac. "Never before has the disparity between homeownership rates in the African-American community and the nation been approached from so many levels as this alliance."

Specific benefits that are being provided by the NAACP's Community Development Resource Centers (CDRCs) include:

- Special Freddie Mac mortgage loan packages will be designed that permit very low down payments and flexible underwriting.
- Financial and technical help will permit the CDRCs to greatly increase outreach efforts in minority communities. This outreach campaign will help explain the home-buying process and convince families that the dream of home ownership can be a reality.
- State of the art automated underwriting tools will be made available to the CDRCs, dramatically increasing loan processing speed.
- Technical and financial support will be provided for the creation of comprehensive, efficient, and highly productive home buyer education and counseling capability.
- A long term commitment has been made to work closely with the NAACP to develop new loan products, techniques, and best practices. Freddie Mac support will be designed to put the CDRCs at the cutting edge of the affordable home ownership industry.

Fannie Mae

Fannie Mae and the NAACP are expanding their existing partnership with a five-year comprehensive strategy that will allow both partners to work aggressively to close the gap that exists between the home ownership rates of white families and minority families.

Since 1996, the Fannie Mae/NAACP partnership has focused primarily on increasing the technological capacity of the CDRCs, who provides consumer and business education and counseling, along with other technical assistance, to NAACP members and non-members. Fannie Mae has provided counseling software, Desktop Home Counselor, and training and has facilitated the purchase of new computers.

With the expanded partnership, the goal is to increase joint efforts to reach more potential African-American home buyers and to send an empowerment message into the African-American community. The program aims to assist 10,000 households in improving their overall financial profile and achieving their goal of home ownership by the year 2003. The expanded partnership also positions the NAACP as a key player in Fannie Mae's overall Minority Home Ownership Initiative.

Fannie Mae's $100 million commitment to purchase mortgages from a newly designed underwriting experiment, targets the unique credit needs of many communities served by the NAACP. The four major components of this partnership are:

- Outreach and Education- Counseling and training will be provided to some 2,500 households on financial planning, credit management, and credit scoring.
- Capacity Building Assistance- Fannie Mae will provide technical assistance for expanding the capacity of the CDRCs to deliver high quality counseling services, training, and ongoing consulting.
- Underwriting Flexibilities- The program is structured to address barriers to home ownership such as cash to close, non-traditional credit, and specific credit instances of medical collections and student loan default. Individual Retirement Accounts will also be considered as an acceptable source of the borrower's own funds for down payment and closing costs. The special underwriting package was designed in conjunction with NAACPs counselors to address the unmet needs of CDRC communities and will be offered exclusively through CDRCs and their participating lenders.
- Potential Targeted Capital- The NAACP will identify NAACP affiliated affordable housing projects as potential investments from the Housing Impact Fund (HIF). Fannie Mae has committed to invest up to $1 million in HIF loans for these projects over the next five years.

For more information, call Fannie Mae's Consumer Resource Center at 1-800-732-6643.

Builders Association of Greater Indianapolis

P.O. Box 44670
Indianapolis, IN 46244

Phone: (317) 236-6330
Fax: (317) 236-6340
E-mail: bagib@netdirect.net

Contact Persons:

Roger Stephens
Same address/phone above
E-mail: rogers@bagi.com

Jan Hope
Same address/phone above
E-mail: janh@bagi.com

Voluntary Affirmative Marketing Agreement

The Builders Association of Greater Indianapolis (BAGI) holds quarterly meetings for their Voluntary Affirmative Marketing Agreement (VAMA) signatories to help builders comply with the Federal Fair Housing Laws and to educate the minority population about home ownership.

One meeting is an educational seminar which focuses on the Fair Housing Act. Another meeting is an outreach program focused on minority groups. This meeting usually consists of sharing information with minority individuals about how to buy a home and to teach them about their rights as home buyers. The BAGI also hands out information at model homes, fair housing conferences, and other appropriate events/locations.

Two of the quarterly meetings concern builders' and the BAGI's compliance with the Fair Housing Act. Funding for advertising and speakers is paid for by VAMA signatory membership dues.

VAMA member, Bruce Stinson, said, "Right now, we're concentrating on educating ourselves and getting builders to realize that we need this education to make progress. As the market becomes more diverse, we have to look at new ways to work with these new potential customers."

Metropolitan Indianapolis Board of REALTORS

1912 N. Meridian
Indianapolis, IN 46202

Phone: (317) 956-1912
Fax: (317) 956-5050

Contact Person:
Chris Minor
Same address/phone above
E-mail: cminor@mibor.net

Improving Service In A Culturally Diverse Marketplace

The Metropolitan Indianapolis Board of REALTORS (MIBOR), in conjunction with the International Center of Indianapolis and Green Enterprizes, is developing a class to acquaint real estate agents and brokers with cultural and communication issues vital for effectively meeting the needs of its diverse clients. The class will help participants to:

- Create cultural self-awareness
- Identify aspects of culture shock and stressful issues related to relocation
- Understand differences in communication styles associated with various cultures
- Become familiar with aspects of various cultures
- Identify Central Indiana resources and contacts for interaction and further learning opportunities
- Understand patterns of employment and recruitment trends of other cultures

INDIANAPOLIS HOUSING INITIATIVES

Sentry Homes/HELP Realty

801 Ashton Parke Dr.
Greenwood, IN 46143

Phone: (317) 888-9600
Fax: (317) 888-9788

Contact Person:
Bruce Stinson
803 Ashton Parke Dr.
Greenwood, IN 46143
Phone: (317) 881-2020 Fax: (317) 881-5959
E-mail: bhomes@prodigy.net

Minority Home Ownership Outreach Program

To meet the housing needs of the growing Hispanic population in the Indianapolis area, HELP realty has added a bilingual salesperson to their staff.

Co-owner, Bruce Stinson, said that since the Chinese also comprise a significant portion of Indianapolis' minority population, HELP Realty has also made arrangements with an interpreter to assist with home buying transactions for Chinese families.

SENTRY
HOMES, INC.

Human Rights Commission

P.O. Box 100
401 N. Morton Street
Bloomington, IN 47402

Phone: (812) 349-3429
Fax: (812) 349-3441

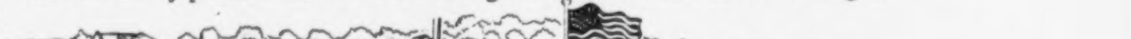
Contact Person:
Barbara McKinney
Same address/phone above
E-mail: humanrights@city.bloomington.in.us

Human Rights Award

Each year at a city council meeting, the BHRC presents a human rights award to recognize and publicize the quiet efforts done by individuals and organizations. The nominations are judged by the seven commissioners, and the plaque is purchased by the BHRC. The biggest challenge has been making people aware of the award so that nominations are submitted. By working with groups and the media, an effective communication network has been established.

Diversity Coloring and Activity Book

In search of an effective and popular approach to teach young children about racial diversity, a group of 10-15 Bloomington artists and teachers designed a coloring/activity book. Approximately 5,000 books have been distributed through city hall, the library, bookstores, schools, and the 4th of July parade. Lead artist and organizer for the book is Mike Cagle.



Human Rights Commission

123 Washington Street #5
Columbus, IN 47201

Phone: (812) 376-2532
Fax: (812) 375-2752

Contact Persons:

Arlette Cooper-Tinsley
Same address/phone above

Lorraine Smith
Same address above

Ongoing Education and Outreach Program

The HRC is available to Columbus teachers in both public and private schools to provide programming and education on issues involving racial diversity and discrimination prevention.

The Commission staff visits classrooms on an average of 5-15 times a year and also provides training to teachers. Some of the outreach activities have been a dialogue with third graders about discrimination and prejudice and a dialogue with high school sociology classes on the subject of discrimination. Much of the material used comes from the Anti-Defamation League and Teaching Tolerance. *See "Anti-Defamation League" and "Teaching Tolerance" in Supplemental Materials Appendix for more information.*

The HRC also sponsors dialogue circles. The sessions last six weeks, for two hours each. One of the hot topics has been how the media tends to perpetuate racial stereotypes.

Human Rights Commission

4506 Tod Avenue
East Chicago, IN 46312

Phone: (219) 391-8477
Fax: (219) 391-8544

Contact Persons:

Mary Hagler
Same address/phone above

Monica Rosario
Same address/phone above

Citywide Cultural Diversity Training

This program was designed to assist city employees in reducing friction caused both on and off the job by personal differences. An oral presentation was followed by discussion, group interaction, and individual and group exercises. These were used to create a greater awareness, understanding, and recognition of human diversity in the workplace in the areas of age, disability, economics, ethnicity, gender, race, and religion. Factors that shape values, assumptions, and myths were also discussed.

This diversity effort was attended by approximately 100 city employees representing the departments of the police, fire, health, parks and recreation, sanitation, personnel, public transportation, planning, general services, and emergency management. Participants were also there from the offices of the city controller, building inspection, business development, and the mayor.

For future training sessions, organizers would like to make attendance mandatory for all city employees, including management positions.

International Human Rights Day

A luncheon, featuring a keynote speaker, is held each year to recognize those who have demonstrated continuous dedication and commitment in the field of human and civil rights Awards are given in the areas of community activism, organization, industry, and housing.

Human Rights Commission

Contact Persons:

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229 S. Second Street
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E-mail: humrel@elkhartindiana.org

Study Circles: Gordon Gibson
1732 Garden Street
Elkhart, IN 46514
Phone: (219) 264-6525
E-mail: gjgibson@juno.com

Study Circles on Race Relations

By the end of 1998, seven study circles had been completed with another round of sessions starting in the spring of 1999. The organizing coalition is headed by the Elkhart Human Relations Commission assisted by the faith community, 100 Positive Black Men, the Housing Authority, the United Way, the Elkhart NAACP, and the Elkhart Community Schools.

The Study Circles Resource Center's dialogue materials are being used to guide the sessions. The initial groups met at the YWCA, but the spring round of study circles will expand to various meeting places. Start-up funding came from the Human Rights Commission and federal money set aside for fair housing activities.

Cultural Awareness Training for Police Officers

The Human Rights Commission provides diversity training for all new police officers to help eliminate discriminatory practices and to create an awareness of cultural differences in the community.

Employment and Fair Housing Seminars

Educational outreach programs are provided by the Human Rights Commission. In February, seminars concerning employment laws are offered to human relations personnel in the Elkhart area. In June, seminars concerning fair housing laws are offered to realtors, landlords, and credit lenders. Elkhart schools are also invited to participate in the Fair Housing Essay Contest.

Indiana Civil Rights Commission

Indiana Government Center North
100 N. Senate Avenue, Room N103
Indianapolis, IN 46204

Office: (317) 232-2600
Toll Free: (800) 628-2909
Hearing Impaired: (800) 743-3333
Fax: (317) 232-6580
Web Site:http://www.state.in.us/icrc

Contact Persons:

Executive Director	Public Education & Outreach Director	Best Practices Coordinator
Sandra D. Leek	Burnetta Sloss-Tanner	Judy Kochanczyk

The Indiana Civil Rights Commission (ICRC) protects the civil rights of all Hoosiers. The ICRC works in five jurisdiction areas: employment of six or more employees, real estate including commercial and residential property, credit, education, public accommodations, and in all cases of retaliation. Protected classes include race, religion, color, sex, national origin, ancestry, disability, and familial status in housing. In addition to protecting the rights of Indiana's citizens, the ICRC conducts many public education and outreach activities and participates in the celebration of special holidays and events.

Dr. Martin Luther King, Jr. Celebration

Each year the ICRC joins with the Dr. Martin Luther King, Jr. State Holiday Commission at the State House Rotunda to celebrate the life and ideals of Dr. Martin Luther King, Jr. The agency also provides assistance and support to public and private entities who wish to celebrate the holiday and sponsors educational events to further the legacy of Dr. King.

Holocaust Memorial Observance

The ICRC, in collaboration with the Indianapolis Jewish Community Relations Council, observes an annual memorial service at the State House Rotunda. It is hoped that by remembering the atrocities of World War II, including the genocide of over six million human beings, all citizens will take a more active role in eliminating prejudice.

Indiana Commission for Women

In 1996 Indiana became the 27th state to create by statute a Commission for Women. Since then, the commission has partnered with other organizations to promote women in all avenues of life. The ICW has been actively involved in women's health issues, addressed the economic self-sufficiency of women, arranged for women-owned businesses to participate in large state contracts, and co-sponsored conferences for women. Through their internet web page *(http://www. state.in.us/icw),* ICW has provided information on employment, child care, health issues, educational and career opportunities, and how to participate in the political process.

Speaker's Bureau

The ICRC provides a speaker's bureau to requesting organizations throughout Indiana. Topics include sexual harassment in the workplace, hate crimes, fair housing, rights of people with disabilities, and affirmative action.

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Fair Housing

The Indiana Fair Housing Task Force promotes equal housing opportunity through cooperative efforts of federal, state, and local government; businesses; and social service organizations. The goal of the task force is to educate housing providers, consumers, fair housing organizations, and government leaders on the rights and responsibilities in insuring free housing choice to every resident in Indiana.

The task force conducts state wide and local conferences and workshops on topics such as the promotion of racial and ethnic diversity in neighborhoods, discrimination in the provision of mortgage loans to minority consumers, accessibility needs of people with disabilities in new residential construction, fair housing education to public housing tenants, and fair housing legislation for realtors and property managers.

Hate Crimes

The ICRC Hate Crimes Reporting Network was developed for the purpose of collecting data about hate crimes in Indiana and to educate the public on the nature and extent of hate crimes. The reporting network collects data on the type, motivation, frequency, and location of reported hate crimes. The network is comprised of volunteers from law enforcement agencies, civic and civil rights organizations, churches, universities, and individuals.

The ICRC also conducts an annual Hate Crimes Conference, providing participants with an opportunity to attend training and educational workshops on aspects of hate crimes. These workshops provide heightened public awareness, increased knowledge of appropriate responses to incidents when they do occur, and additional training to increase hate crime reporting.

Youth Summit

Running concurrently with the Hate Crimes Conference, the ICRC also hosts a Youth Summit. Program presenters have been from A World of Difference Institute, an international diversity training and consulting organization *(See "World of Difference Institute" in Additional Resources Appendix).* The summit is designed to help participants examine their own identity, build empathy with each other, and discuss prejudice and possible responses to situations. The objective is to help students develop the skills, sensitivity, and knowledge to combat bigotry and encourage understanding and respect among diverse groups.

Best Practices

President Clinton's Initiative on Race called on state leaders to encourage community efforts that would promote racial healing, shared understanding, and celebration of diversity. To that end, Governor Frank O'Bannon asked the ICRC to compile a comprehensive resource manual of successful race relation programs currently in progress throughout the state. This manuel will be distributed, among other locations, to schools. libraries, mayors, churches, service organizations, businesses, and government and law enforcement agencies. As new Best Practices occur throughout the state, they will be updated on the ICRC's web site ***http://www.state.in.us/icrc***

Human Rights Commission

100 E. Michigan Boulevard
Michigan City, IN 46360

Phone: (219) 873-1429
Fax: (219) 873-1562

Contact Person:
Cynthia Davis
Same address/phone above

Creative Arts and Essay Contest

In order to increase youth's awareness of cultural and racial diversity, all Michigan City High School students are invited to participate in an essay contest. The theme in 1999 was "One Right: The Human Right." One winner from the Alternative High School and one from the Michigan City High School each receive $500 scholarships.

For the creative arts contest, all Michigan City area schools are encouraged to participate. Participants receive a certificate, and winners are recognized at the Human Right Commission's Annual Dinner with certificates, ribbons, a complimentary dinner, and monetary prizes.

Columbus Police Department

123 Washington Street
Columbus, IN 47201

Phone: (812) 376-2600

Contact Persons:

Chief Brad Latimer
Same address/phone above

Officer Doug Lee
Same address/phone above

Citizens' Police Academy

This program begins at the end of March and runs every Wednesday night for eight weeks, with each session lasting three hours. The program was initiated in 1993 during a period of community division. Several complaints of police harassment of minority residents had been lodged against some of Columbus' police officers.

The purpose of the Citizens' Police Academy is to encourage an understanding between the community and the police. During the sessions, local residents are given opportunities to:

- Ride with police officers on night patrol
- Play police officer, with actual officers playing the role of the bad guys
- Participate in a fire arms' safety program, firing real weapons at a target range
- Learn about police procedures and officers' reactions to specific situations

In its eighth year, the program has been a big success with Columbus residents as they not only get a chance to have some fun, but also gain a better understanding of why and how police do what they do.

Law Enforcement Diversity Training

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Rosemarie Harris
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Indianapolios, IN 46228
Phone: (317) 924-5711
E-mail: rmh48@aol.com

One day diversity workshops were held in February 1999 for law enforcement officials in Gary and Bloomington. The focus of the workshops was to increase participants' awareness and to improve their skills to work more effectively in a multicultural environment. Issues addressed personal awareness of discrimination and bias and the empowerment to find solutions to diversity related problems.

Workshop funding was provided by the Fort Wayne Regional Community Policing Institute through a grant received from the U.S. Department of Justice.

The training was provided by Captain Rosemarie Harris of the Indiana University Police Department who has 16 years of experience in law enforcement, 12 years of experience in diversity training, and a degree in criminal justice.

Indianapolis Police Department

50 N. Alabama Street
Indianapolis, IN 46204

Phone: (317) 327-3000

Contact Person:
Major John Bent
Indianapolis Police Academy
901 N. Post Road
Indianapolis, IN 46219
Phone: (317) 327-6650 Fax: (317) 327-6690

Criminal Justice Human Relations Training

Major John Bent explains, "It is very difficult to isolate by topic, areas that deal in some manner with human/race relations. Throughout the training curriculum the concept of respect, attitude, and understanding diversity is taught and reinforced."

Criminal and civil law classes, human relations practicums, and a 76-hour training block entitled "Human Behavior" all instruct and provide guidelines of Departmental expectations for its officers as they interact with a diverse Indianapolis community.

Some of the specific topics covered in the training block on Human Behavior for new police recruits are:

- Community policing - 1 hour
- Poverty - 2 hours
- Cultural awareness - 4 hours
- Hate crimes - 1 hour
- Community relations - 2 hours
- Conflict resolution - 1 hour
- Neighborhood structures - 1 hour
- Juvenile conflicts - 1 hour
- Stereotypes - 1 hour
- Ethics in law enforcement - 8 hours
- Domestic Violence - 8 hours

Indiana State Police

R.R.#6 Box 302
Peru, IN 46970

Phone: 1-800-382-0689
Fax:1-800-382-0689

Contact Persons:

Jeremey Chapman
Same address/phone above
E-mail: cmdrd16@netusal.net

Diane Smith
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1101 Michigan Ave.
Logansport, IN 46947
Phone: (219) 753-1511 Fax: (219) 753-1507

Operation Melting Pot

Operation Melting Pot (OMP) is a project designed to bridge the gap between the non-English speaking community and emergency personnel. A committee was established to identify the needs of the non-English speaking community.

To access this special-needs population, OMP has been using the "English as a Second Language" classes, the adult learning centers, and the schools to disseminate information about what to do in emergency situations. This includes how to get a valid driver's license and properly register a vehicle, and what to expect from police officers during an accident or a traffic stop *(See "Indiana State Police Class for Non-English Speaking Minorities" in Supplemental Materials Appendix).* Other topics include personal injury accidents, emergency medical procedures, vehicle towing, crime reporting, and weather-related emergencies.

OMP is providing the non-English speaking population with an emergency card to provide medical personnel with important information and with E911 pamphlets and materials printed in Spanish. A Lilly Grant has been applied for to fund Spanish-to-English dictionaries for ambulances, police cars, schools, libraries, hospitals, and other locations of need. Funding would also be used to provide community speakers on race relations and cultural diversity.

Other strategies include:

- Churches will unite and broadcast public announcements to create awareness and understanding among residents representing different cultures
- OMP will provide speakers/consultants to involve the community in programs, live and via TV/radio, which demonstrate emergency procedures
- OMP will have booths at local fairs and festivals to disseminate emergency cards and other information
- OMP will work with Logansport Civic Players to create skits, demonstrations, announcements, and cultural programs for live public meetings and for television spots

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- OMP will provide interpreter/translator services as needed to local agencies to help residents with limited English meet legal requirements and use available community resources
- Transportation will be provided for families wanting to take part in OMP sponsored activities

Everyone in the community agrees that cultural differences have posed a problem. Operation Melting Pot has received a lot of support, along with some negative responses from those who hold the opinion that the problem rests solely on the non-English speaking poopulation. It should be noted that OMP's efforts have been greatly appreciated by the non-English speaking community.

INDIANA
STATE
POLICE

City of Anderson

30 West 11th Street
Anderson, IN 46016

Phone: (765) 641-2000
Fax: (765) 641-2080

Contact Persons:

Rudy Porter
4000 McKinley Ave.
Anderson, IN 46013
Phone: (765) 683-0047
E-mail: jdw@acsc.net

Donald Volk
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Anderson, IN 46016
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Dr. Martin Luther King, Jr. City-Wide Celebration

For approximately 20 years, this city-wide celebration has been an Anderson tradition. Originally the event was held in churches, but since the restoration of the historic Paramount Theater eight years ago, the celebration has been held there. The theater's history goes back to a time when black patrons were required to sit in a segregated area.

The guest speaker for the 1999 celebration was Mrs. Rachel Robinson, widow of the baseball great Jackie Robinson. Mrs. Robinson attended at the request of Anderson native, Carl Erskine, who played baseball with Robinson for the Brooklyn Dodgers.

Funding for the event came from a variety of sources. The Paramount Theater donated the location; Delco Remy and Guide Lamp paid for the speaker; Anderson schools paid to print the programs and to transport kids to the celebration; Hoosier Park donated prizes for the essay, poetry, and art contest; and several citizens made private donations.

The impact of this event is to create total community involvement and participation. It helps to improve human relations in Anderson and to provide an opportunity to educate the community.

City of Columbus

Contact Persons:

George Brown, NAACP President
Box 322
Columbus, IN 46202
Phone: (812) 376-2520

Judy Jackson
Director of Community Development
123 Washington Street
Columbus, IN 47202
Phone: (812) 376-2520

Dr. Martin Luther King Jr. Holiday Community Breakfast

In 1998, the Office of Community Development sponsored the first annual Dr. Martin Luther King, Jr. Community Breakfast. The agenda consisted of a panel discussion on the state of race relations in Columbus and strategies for the future. A local minister spoke to approximately 250 people on an overview of civil rights both locally and nationally.

An informal survey of Columbus citizens' perspective of race relations in the community was also conducted. This survey initiated a great deal of discussion on the drastic perspective differences between the black and the white residents in Columbus.

In 1999 Brenda Pitts, Vice-President of Diversity and Corporate Responsibility for Cummins Engine Company and Chairperson of the Mayor's Cultural Awareness Committee, spoke about tactics for improving race relations. Other speakers included Sandra D. Leek, Executive Director, Indiana Civil Rights Commission, and Arlette Tinsley, Executive Director, Columbus Human Rights Commission. Musical entertainment was also provided.

Associated Churches of Fort Wayne
Interdenominational Ministerial Alliance
Plymouth Congregational Church

602 East Wayne Street
Fort Wayne, IN 46802

Phone: (219) 422-3528
Fax: (219) 422-6721
E-mail: vernchurch@aol.com

Contact Persons:

Reverend Vernon Graham
Same address/phone above

Reverend James Bledsoe
2421 Hanna Street
Fort Wayne, IN 46803
Phone: (219) 456-8395

Dr. Martin Luther King, Jr. Reconciliation Service

This event brings together people from a variety of denominational and racial backgrounds to celebrate oneness in Jesus Christ and to celebrate the life and ministry of one of God's modern day prophets, Dr. Martin Luther King, Jr. With an audience of between 500-600 people, the celebration features local or nationally known speakers who bring insight into Dr. King's teachings and applications for modern-day living.

Choirs from a variety of musical settings bring life and enthusiasm to the service. Each year, the Elizabeth Dobynes Award is given to someone in the community who exemplifies Dr. King's efforts in overcoming racial barriers.

Human Relations Committee

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Phone: (812) 285-6400

Contact Persons:

Janice Leavell
1411 Sportsman Dr.
Jeffersonville, IN 47130
Phone: (812) 283-8652

Reverend James Brown
1506 Basswood Ct.
Jeffersonville, IN 47130
Phone: (812) 288-0716

Taking the Dream into the Next Millennium

The three-day Martin Luther King, Jr. celebration for 1999 began on Saturday with a prayer breakfast at IU Southeast. Admission was $15 with proceeds going to the MLK Scholarship Program. Two $500 scholarships are given to Clark County seniors or current college students on the basis of academic standing, involvement in leadership activities, and participation in school and community activities.

The featured speaker was Mrs. Cora Breckenridge, the first African-American trustee for IU. Her speech focused on the importance of minority students continuing their education. She was quoted as saying, "An educated mind makes educated decisions."

New Albany's Green Valley Elementary Chorus sang among other songs, such civil rights standards as "We Shall Overcome" and "Free at Last."

On Sunday a Gospelfest featured choirs from Southern Indiana and Louisville. On Monday, the actual holiday observance, a parade marched from the City-County Building to the Bethel AME Church for a memorial service.

Additional activities included two Freedom and Justice awards to Clark County residents who had made "tangible, visible, and meaningful" contributions in the areas of race relations, justice, and human rights. There were two categories; one for youth 13-20, and one for adults 21and older.

There was also a poster contest. The posters had to relate to the life, work, and/or dream of Dr. Martin Luther King, Jr. The three entry categories were elementary, middle school, and high school.

Black Ministerial Alliance

Contact Persons:

Reverend Larry Batchelor, President
1102 S. Race Street
Marion, IN 46953
Phone: (765) 664-0133

Reverend J.D. Williams
705 W. 26th Street
Phone: (765) 664-7973

Dr. Martin Luther King, Jr. Celebration

Each year, the location of this Celebration rotates to a different Marion church; in 1999, the event was hosted by the Greater Second Baptist Church. Not only do the churches honor the legacy of Dr. King, but they also raise scholarship money for minority high school seniors.

The Celebration occurs the Sunday preceding the official King Holiday, when several churches hold a joint service featuring a well-known guest speaker. The audience averages 400 people.

Dr. Martin Luther King, Jr. Community Celebration Committee

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Michigan City, IN 46360

Phone: (219) 879-3184

Contact Persons:

Felicia Thomas
Same address/phone above

Lillian Sherrod-Young
1302 Ohio Street
Michigan City, IN 46360
Phone: (219) 878-0164

Dr. Martin Luther King, Jr. Community Celebration

For the last four years, Michigan City and Laporte have combined their efforts to host this event at the Michigan City Junior High School.

While the program varies from year to year, the agenda for 1999 consisted of community talent from schools and churches, speakers, a reading about the works of Martin Luther King, an audio visual presentation of Dr. King's life, and a visual arts contest, with awards given.

The committee has found that one of their biggest challenges has been getting the faith community to become involved in the planning process and to agree on the program's format.

As a result of this celebration, the committee feels that students are more aware of Dr. King's life and message.

In addition to this annual event, the committee also hosted a panel in January that spoke about the life of Dr. King, a panel in February that addressed topics for Black History Month, and a multicultural fair in April at three locations: Maple Lane Mall in Laporte; Michigan City Library; and Purdue North Central campus.

Human Rights Commission

City Hall
300 N. High Street
Muncie, IN 47305-1644

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Fax: (765) 741-1332

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Phyllis Bartleson
Same address/phone above

Dr. Martin Luther King, Jr. Celebration

The theme for 1999 was "Help Somebody: A Day of Community and Humanitarian Service Across the Nation." Planning committee member Carolyn Cline said, "The celebration gives participants the chance to reflect on King's dream of racial equality and commitment to others. We want people to think about helping someone who is less fortunate than themselves without regard to race, color, or ethnicity."

Celebration activities included a prayer breakfast, a hate crimes panel for adults, several workshops for youth, music by the City-wide Choir, a candlelight vigil, information booths, and a presentation of the MLK Jr. awards. Various merchants also sponsored discussions about race relations and diversity.

Dr. Martin Luther King Jr. Celebration

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South Bend, IN 46617

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Fax: (219) 289-0358

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Vivian Sallie
Same address/phone above
E-mail: vsallie@aol.com

This celebration is a smorgasbord of events. Each year the Michiana area is made aware of the celebration and invited to participate.

On January 18, the day the holiday was officially observed, the YWCA sponsored an Annual Youth Breakfast at the Marriott Hotel where Reverend Timothy Rouse spoke about "Making the Dream a Reality." High school and gospel groups also performed.

At the Century Center, community groups set up various exhibits, while arts, crafts, storytelling, and songs were provided for the children. Adult and youth workshops were also scheduled. One of the workshops was sponsored by St. Joseph County's Big Brothers and Big Sisters on the subject of resolving issues without violence. Another workshop was hosted by the Human Rights Commission on the subject of dialogue study circles, with study circle demonstrations in progress.

At noon, all churches were invited to ring their bells in unison to honor Dr. King. There was also a free-will offering for the Martin Luther King Scholarship Fund and afternoon basketball games at the Martin Luther King Recreation Center.

American Indian Center of Indiana

6100 N. Keystone Ave.
Indianapolis, IN 46220

Phone: (317) 251-5648
Fax: (317) 253-5244

Contact Persons:

Rebecca Martin
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Martha Gradolf
Same address/phone above

Activities at the AICI promote American Indian professionalism and educate the non-Indian community about Native people. Much of this education occurs through lectures given by Native-Americans. The AICI also administers the Job Training Partnership Act for the U.S. Department of Labor, which assists Native-Americans in job placement and educational programs.

The AICI participates in fairs, seminars, and benefit auctions. At their benefit auctions, flute and drum performances are given by Indian people, and Indian food is served.

Museums At Prophetstown

22 N. Second Street
Lafayette, IN 47901

Phone: (765) 423-4617
Fax: (765) 423-4495
Web Site: http://dcwi.com/~prophet/welcome.html

Contact Person:
Nick Clark, Executive Director
Same address/phone above
E-mail: nlclark1@aol.com

The Museums At Prophetstown, Inc. is a new 338-acre cultural complex located adjacent to the recently established 3,000-acre Prophetstown State Park near Greater Lafayette. The inclusion of the Museum's 338-acre campus will make the project a unique public/private partnership, with the State of Indiana purchasing the campus and leasing it back to the Museums at no cost. The Museums will raise approximately $5.6 million, mostly from private funds, for the development of Phase One. Work began in 1998 and the Museums will open to the public in the summer of 2000. Included in Phase One are:

The Eagle Wing Center will have a theater, exhibits, educational suites, gift shop, and a full-service restaurant.

The Wabash Valley Living History Farm will be a typical 80-acre working family farm of the 1920's, allowing visitors to experience and participate in the technological changes mechanization brought to the farm.

The Prophetstown Living History Village will replicate the original Prophetstown where thirteen Great Lakes Native-American Tribes joined the Shawnee brothers, Tecumsch and The Prophet, in trying to save their homelands from European settlement. Prophetstown was destroyed by General William Henry Harrison and his troops following the Battle of Tippecanoe in 1811. Village interpreters will engage visitors in conversations about their political and military pursuits and will be engaged in their daily activities of the early 1800's.

Phase Two will be developed between 2000-03 and will include:

The Woodland Native American Cultural Center is a 65,000 square foot exhibit and educational center focusing on 10,000 years of Indiana's Native American heritage.

The Middle Woodland Living History Village will depict prehistoric life in 150 A.D.

State-wide Native American events on the Prophetstown calendar include:

- American Indian Council Spring Pow Wow in Lebanon (August)
- Woodland Native-American Arts and Crafts Workshops in West Lafayette (July)
- Waahpachshiki Peoples Pow Wow in West Lafayette (July)
- Mishikinakwa Miami Pow Wow in Columbia City (August)
- KieBoonMienKi Potawatomi Pow Wow in South Bend (Labor Day)
- Annual Woodland National History Conference in Lafayette (October)
- Second Saturday Walking Tours at Museums At Prophetstown (Monthly)

American Indian Council

1302 Victoria Drive
Lebanon, IN 46052-1060

Phone: (765) 482-3315

Contact Persons:

Leroy Malateree
Chairman
Same address/phone above

Susie Deem
Public Relations
4860 Katherine Drive
Indianapolis, IN 46226
Phone: (317) 545-5057

Nancy Malateree
Pow Wow Coordinator
Same address above

The council is a not-for-profit organization dedicated to the preservation and promotion of Native-American Indian heritage. It is operated exclusively for charitable, scientific, educational, training, and recreational purposes. The membership extends throughout the United States, but the majority of the members are in Indiana.

The two major yearly events are Pow Wows in April and August at the Boone County 4-H Fair Grounds. The celebration includes Indian dancers and musicians in authentic clothing and vendor booths of Native-American crafts. The August Pow Wow is the largest of the two events with approximately 8,000-10,000 people in attendance. The April events attracts nearly 3,000 people.

Monthly meetings are held on the third Sunday of each month. The February and September meetings are craft days, and the December meeting is a social event with a pitch-in dinner, Native-American drums, dancing, and singing. Funding is provided solely through the donations and efforts of members and friends.

Miami Nation of Indians Of the State of Indiana

80 West Sixth Street
P.O. Box 41
Peru, IN 46970

Phone: (765) 473-9631
Fax: (765) 472-4162

Website: http://www.geocities.com/rainforest/7156/easthome.html

Contact Persons:

Brenda Hartleroad
Same address/phone above

Chief Paul Strack
Same address/phone above

The Miami Nation of Indians' ancestors were the original inhabitants of what is now the state of Indiana. The Tribe maintains approximately 5,000 members on its tribal roll, with 2,800 residing in Indiana. The Tribe offers academic scholarships and various community services which include facilities for daycare, alcoholic anonymous, a blood drive, Indiana charity bingo, and donations to charitable organizations. The Miami Tribe holds an annual Tribal reunion which has been going on for nearly 100 years. Tribal members also visit local schools and other institutions to educate the community about Indiana's original inhabitants.

The Tribe sponsors the annual Mihsihkinaahkwa Pow-wow which is held for two days in Columbia City on the weekend following the first full week in August. The pow-wow is a social gathering of Native-Americans from many nations. It is a time to celebrate with traditional dances and songs, socialize with relatives and friends, and commemorate Native-American heritage. It is also an opportunity to honor elders and warriors, give gifts and recognition to those deserving, sing honor songs, ask questions of the elders, teach by example, and dance the sacred circle. Highlights include an authentic Native-American working village, a narrated 30-mile bus tour of some twelve historic Miami sites, Indian story-telling, vendors, food, Native-American children's games, and an auction of items donated by Native-American artists.

In April of 1999, the Miami Indian Nation of Indiana dedicated a restored schoolhouse to be used as the Tribe's cultural learning center. Built in 1860, restoration of the building began in 1998 when the building was disassembled and moved almost a mile, back to its original site on the Meshingomesia Reserve in Jalapa, Indiana. Some of the items in the schoolhouse include a period pot-belly stove, hand-crafted school desks, and the original blackboard.

For many years, the school's whereabouts were unknown, until Joan Calvert of Kokomo went in search of the building and found it being used as a corn crib. For her diligence in finding the school, regaining it for the Miami, and overseeing its restoration, she received an honor during the dedication ceremonies bestowed on very few people. By agreement of the Miami Nation's Tribal Council, Calvert was made an honorary member of the Miami tribe.

Miami Chief Paul Strack said when the school was originally used, it taught Indians the European way of culture. "From now on, it will be used to teach the Miami people the Miami culture." Part of the instruction will include the teaching of the Miami language.

United Way of Central Indiana

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Indianapolis, IN 46208-0409

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Fax: (317) 921-1351
E-mail: community@uwci.org
Website: www.uwci.org

Contact Person:
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Same address above
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Diversity Intern Program

Every year since 1986, a minority college student or recent college graduate has joined United Way for a six-month paid intership. The intern is exposed to the various workings of a not-for-profit organization with experiences in fund-raising activities, diversity activities, and special events. These activities help the intern to decide if he/she would like to pursue a career in the not-for-profit sector. The activity is sponsored and funded by United Way; National Coalition of 100 Black Women, Indianapolis Chapter; and 100 Black Men of Indianapolis.

Minority Volunteer Recognition Breakfast

Minority volunteers play key roles at many not-for-profit organizations. To recognize these outstanding volunteers, an annual breakfast has been held in conjunction with Indiana Black Expo since 1984. Prior to the breakfast, a panel of judges selects top volunteers who are then recognized at the event. Except for administrative costs, the breakfast usually pays for itself. Approximately 800 people attend; tables for the breakfast are sold at $200 for corporations and $150 for not-for-profits.

Community Assessment: Race Relations Chapter

This program assesses race relations in Central Indiana, identifies needs and assets for improving race relations, and identifies desired results to be achieved for community impact and funding priorities. This assessment provides a vital look at communities in terms of race relations and helps communities take actions to make improvements based on facts in addition to perceptions. Key issues examined are:

- The population increase in Central Indiana between 1990 and 1995, particularly among Hispanics, Asians, and Pacific Islanders
- The "Black experience," as it divides itself along class lines
- Language and culture shock issues faced by Hispanics and Asians moving to Central Indiana
- Housing and employment discrimination
- Diversity among the leadership of local organizations and media stereotypes

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Targeted Initiatives Fund

After identifying important community problems, the United Way considers requests from member agencies to develop innovative ways to address these problems. Providers are paid based upon how well they meet predetermined goals. Some of the Projects funded by these grants include:

- Two diversity programs, one between Hancock County Boys and Girls Clubs and Independent Residential Living of Hancock County to foster learning among disabled, rural, and urban youth; and one to expand the American Cultures merit badge offered by Crossroads of America Council to encourage Scouts to learn about different cultures
- An effort to expand knowledge of mental health services among the Hispanic community through the Mental Health Association of Marion County

Youth Leadership Initiative

In 1995, the United Way Committee on Diversity launched a Youth Leadership Initiative that offers high school students training to serve on the board of directors of youth-serving United Way agencies. The program features a two-day opening retreat followed by seven monthly three-hour sessions. Topics covered include board responsibilities, parliamentary procedure, diversity, fund raising, and community issues. The students also participate in a community service project.

The program is open to all high school sophomores and juniors in United Way's six-county service territory. Consequently, a blend of racially diverse urban/rural, big /little school participants are selected. The program allows for 20 participants each year and is a good way to ensure the success of a community for the future by training young decision makers now.

Executive Women's Leadership Program

Each year, 20-25 female community leaders develop their skills through participation in the EWLP. The women begin with a day-long opening meeting where they start to challenge themselves and build relationships through self-discovery and a "challenge course," where together they must overcome a series of problems.

From September through June, participants learn about diversity, board responsibilities, not-for-profit finance, and leadership from a female perspective in once-a-month, three-hour sessions. They also develop a networking base that lasts well beyond completion of the course and attend joint sessions with members of Leadership Training and Development for Diversity Series and the Ardath Burkhart Board Leadership Series. The program is largely self supporting, except for administrative costs which are covered by the United Way. Participants pay $500, with limited scholarships available for those working at not-for-profit organizations.

Leadership Training and Development for Diversity Series

Each fall, local corporations, community groups, and key individuals are asked to recommend persons from racial minority groups who display leadership qualities. Those persons are then encouraged to submit applications for the Leadership Training and Development for Diversity Series, a ten-month program that teaches leadership skills, provides a platform for the exploration of community issues, and fosters the formation of lasting friendships and networks.

Following an opening retreat where participants engage in team building activities and begin the exploration of leadership, each class meets monthly, October through June, to learn about leadership, the United Way, the roles and responsibilities of a board of directors, not-for-profit finance, diversity, police-community relations, and other topics.

Following the program, the United Way attempts to place graduates on the boards of its member agencies and other not-for-profit organizations. The program's maximum capacity is 25 people per year and is funded by program fees, except for administrative costs which are covered by the United Way. Participants pay $500 if they are sponsored by a for-profit corporation; $100 if they are sponsored by a not-for-profit organization; or $100 if an individual is paying the cost him/herself.

United Way

United Way of Allen County
Task Force to Undo Racism

227 E. Washington Blvd.
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Fort Wayne, IN 46860-1784

Phone: (219) 422-4775
Fax: (219) 422-4782

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Diversity Inclusiveness Self-Evaluation Tool

This tool was developed for the purposes of agency self-assessment, planning, and reporting to the United Way of Allen County regarding an agency's standards for inclusiveness. It was designed to assist human service agencies in strengthening their policies and procedures for building a more diverse and inclusive organization that reflects the makeup of the target population the agency serves. The tool spells out United Way standards and provides an opportunity for each agency to explain how these standards are met.

The outcome of the inclusiveness review process provides clear indications of agency strengths and areas for growth and improvement. These results become the foundation for the agency's development of a plan to address specific growth areas. The United Way's Inclusiveness Subcommittee works with any United Way agency requesting help to improve their proposed plan. Beginning with the funding cycle in 2001, progress on becoming an inclusive organization will become a factor in United Way of Allen County's funding decisions. *See "United Way Agency Inclusiveness Self-Evaluation Tool" in Supplemental Materials Appendix.*

Project Blueprint

The United Way of Allen County is committed to addresssing the need for diversity on boards, committees, and other decision-making bodies in the community. Project Blueprint is an minority leadership training program that enables under-represented community members to become more informed and prepared leaders. Bridges to Diverse Leadership, a local initiative modeled after a United Way of America program, was developed to help United Way of Allen County and not-for-profit health and human service agencies recruit a culturally diverse group of qualified individuals to serve on committees and leadership boards.

Project Blueprint classes meet once a week for six weeks and subjects include community involvement, organizational operations of boards of directors and committees, diversity challenges, roles and responsibilities of board membership, resources and finances associated with board membership, and learning styles.

The program fee is $170; acceptance into the program is not dependent upon source of income. Corporate and community support makes it possible for Project Blueprint to offer a limited number of scholarships to increase diversity and broaden representation. These scholarships generally fund half or partial tuition and are awarded to those most in need.

Graduation requirements are to attend all scheduled classes, complete classwork and homework assignments, and accept an internship serving on a committee or board of directors with a not-for-profit organization.

Project Blueprint

Bridges to Diverse Leadership

Urban League of South Bend & St. Joseph County

914 Lincolnway West
South Bend, IN 46616

Phone: (219) 287-2800
Fax: (219) 289-4550

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Gladys Muhammad
Same address/phone above

African-American Community Forum

Urban League Annual Meeting

The agenda for the Urban League's annual meeting consisted of several speakers and panalists.

Several issues were addressed:

- How can African-Americans bridge the economic gap that separates them from the rest of other American communities at large?
- What are the present resources available in the community which promote economic development?
- What strategies can be used to improve the economic outlook?
- There is a need for increased awareness of the role African-Americans play in the community.
- African-American participation and service on community boards and commissions needs to be increased.
- The Urban League needs to increase their role in those institutions that establish policies and procedures that impact African-Americans.
- The health care crisis facing African-Americans needs to be addressed.

Cummins Engine Company

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Columbus, IN 47202-3005

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Diversity Council Guidelines

Roles and Responsibilities of Local Councils (partial list):

- Represent employees' issues/concerns/improvements on diversity matters
- Understand and support diversity initiatives
- Monitor diversity measures and help identify top business diversity issues
- Raise awareness of diversity issues

Criteria for Council Membership (partial list):

- Active interest in diversity matters
- Employee representation of diversity spectrum, e.g., race, gender, nationality, etc.
- Good communication skills, including training skills
- Ability to earn trust of peer group and represent their views effectively

Diversity Council Timeline (partial list):

- Communicate Diversity Council roles and responsibilities
- Suggest that councils consist of 8-14 people
- Suggest councils meet a minimum of 4 times a year

Suggested Education and Training for Council Members (partial list):

- Treatment training
- "Managing Diversity" video and brochure
- Basics of Affirmative Action
- Read specified articles on diversity

Norwest Bank

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Fort Wayne, IN 46802-6624

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Fax: (219) 461-6323

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DuWayne Blilie
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Norwest Bank sponsors a variety of diversity related programs and activities. Since 1995 Valuing Diversity training classes have been conducted quarterly. Valuing Diversity establishes an understanding of what diversity is and how it affects everyone in their personal and working lives. The classes explore the connection between diversity and Norwest's present and future success; they also create an awareness of the important role each employee plays in promoting a work environment where all people are valued and included. A one-day class is required for all non-management employees with at least six months of service. All managers have participated in a manager level version of the classes. Later this year, managers will attend a newly developed two-day class called Creating an Inclusive Environment.

In addition to the regular class offerings, a regional Diversity Council has just been created. Norwest Bank also distributes diversity calendars and brochures that outline and promote various ethnic and religious holidays.

BAA Indianapolis LLC

(Management Firm for Indianapolis International Airport)

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Indianapolis, IN 46241

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Fax: (317) 487-5034

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E-mail: jdriver@baai.com

Diversity Awards Luncheon

A diverse group of approximately 50 employees, including executives, were invited to attend a brown bag lunch, with dessert furnished by the host. During the luncheon, a speaker from New York talked about her company's diversity programs. Several members from the minority business community also spoke briefly. Three awards were given to departments or individuals who had exhibited extra effort for their diversity initiatives.

Minority Scholarships

BAA is committed to providing opportunities for minority businesses. Through the retail management scholarships program, the company supports new entrepreneurs who will be well-prepared to own or manage the retail businesses operating at airports in the years to come.

Four annual $2000 scholarships are available to African-American and Hispanic students majoring in Restaurant, Hotel, Institutional and Tourism Management; Retail Management, Sales and Sales Management; or Small Business Management. These scholarships are renewable for three or more consecutive years.

BAA Indianapolis

Community Hospitals Indianapolis

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Indianapolis, IN 46250

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Picture This

Picture This is an interactive theatre and training project whose mission is to model problem solving, promote health enhancing behaviors, support the development of self-esteem, and create empathy for others.

Picture This is issue oriented. The process provides audiences the opportunity to 1) examine the complex diversity, personality, and communication issues that lead to conflict and 2) practice the new awareness and conflict resolution skills acquired during the workshop. Examples of presentations include:

- Conflict Mediation
- Workplace Violence
- Diversity Awareness
- Customer Service

This program has received a CASPER Award from United Way, a Gold and Silver Apple Award from the National Educational Film and Video Festival, an Emmy Award for excellence in children's television, and a nomination for a Peabody Award.

Dow Agro Sciences LLC

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Diversity Program

Dow Agro Sciences' (DAS) diversity mission is to foster a work environment and organizational culture that reflects the society and community in which they do business, and one that creates a climate for the success of each and every employee by appreciating the uniqueness that they bring to the workplace.

DAS has a strong commitment to global diversity through several well established, on-going initiatives. These initiatives are managed through the Diversity Center of Expertise, while the diversity mission and strategy is led by the Diversity Steering Team. Diversity statistics and issues are discussed during monthly Employee Review Committees.

There is an Organizational Capacity Goal which is measured and analyzed at the management board level and is used to drive all global business units to develop a five-year workforce plan which includes diversity targets.

DAS also maintains an internal diversity web site which promotes a variety of diversity communications and educational links. Diversity videos, books, and training aids are also made available to managers for use with their employees. Several minority scholarship/internship programs have also been developed to increase the number of female and minority interns annually. Partnerships have been formed with Minorities in Agriculture, Natural Resources, and Related Sciences; with INROADS, a national organization which develops high potential minority students for careers in business; and with several historically Black colleges and universities.

Additional diversity strategies include:

- Development of a model for diversity network groups at DAS (i.e. women, minority)
- Development of best practices model for recruiting, hiring, and retention of minority and female employees
- Identification of Global Diversity issues through the Global Human Resources Leadership Team, and People Development Network
- Development of training and programs which assist employees working across cultures (i.e. virtual leadership, remote teams, and communicating across cultures)
- Development of mentoring processes

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A variety of diversity training programs are also provided to employees:

Understand Diversity- An introduction to diversity as a business issue. The focus is on awareness of what DOW AgroSciences, managers, and employees should be doing to create a diversity friendly company.
Forum: Employee Orientation Program

Valuing Differences- Exploration of personal attitudes and how attitudes impact behaviors towards "others." Begins self-development process with goal of becoming a diversity change agent within the individual's work group and the company.
Forum: Open Enrollment
Format: Video, Group Discussion, Case Studies
Target Audience: All Employees

Getting to Synergy - Exploration of Dow Agro Sciences' vision for diversity, where the company is relative to the vision, and the manager's role in helping to close the gap.
Forum: Leader Manager Workshop
Format: Video, Case Studies, and Group Discussion
Target Audience: All People Managers

The Respectful Workplace- Discussion of Dow AgroScience's harassment policy and complaint procedure.
Forum: Employee Orientation Program
Format: Video, Case Study, and Lecture
Target Audience: New Employees

Respecting Each Other- Discussion of forms of harassment and unlawful discrimination and Dow AgroSciences' harassment policy and complaint procedure.
Forum: Open Enrollment
Format: Video Vignettes, Group Discussion, and Lecture
Target Audience: All Employees

Maintaining a Respectful Workplace- Explanation of the supervisor's role in maintaining a harassment free work environment.
Forum: Manager Skills Workshop
Format: Video Vignettes, Group Discussion, and Lecture
Target Audience: All People Supervisors

Picture This- Video vignettes designed for use at staff meetings to initiate dialogue on common workplace diversity issues of concern to the employee population. One or all of the vignettes may be used, depending on interests and concerns.
Forum: Employee/Staff Meetings
Format: Video Vignettes and Discussion Questions
Target Audience: All Employees

Indiana Division of Mental Health

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Contact Persons:

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Cultural Competency Action Training Project

This program is designed to assist service providers to effectively and efficiently deliver treatment services to a variety of communities with varying cultural compositions. The ten phases of the program are:

Phase 1: Collaboration and Project Planning

1. Review Cultural Competency Action Training Project's (CCATP) past progress and current goals with the Division of Mental Health (DMH), Managed Care Providers (MCP), and Culturally Identified Organizations (CIO)
2. Develop evaluation system with input from above organizations
3. Recruitment of CCATP participants in partnership with MCP's
4. Collect data focusing on statewide resources and information relevant to the development of MCP cultural competency
5. Conduct regional meetings for MCP representatives for orientation and input
6. Visit sites of MCP's not currently involved in CCATP

Phase 2: Intensive Training

First three day training event-

1. Define cultural competence
2. Identify staff and program development issues/approaches relative to cultural competency
3. Provide new team members with common frame of reference for cultural competency experience by veteran team members
4. Prepare participants for CCATP assignments focusing on organizational plan development and operation of Competency Task Force.

Second two day training event-

1. Examine the issues of infrastructure development
2. Analyze MCP strengths and challenges regarding cultural competency
3. Skill practice in facilitating cultural competency activities

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Phase 3: Cultural Competency Plan Development and Implementation
Training participants apply learnings of Phase 2 training to develop and/or implement the cultural competency organization plan. Technical assistance will be delivered to MCPs as requested during this phase.

Phase 4: Evaluating Cultural Competency Progress
1. Structured feedback about each MCP plan implementation from other participants and trainers
2. Opportunity for plan revision exploration
3. Identification of implementation issues and strategies

Phase 5: Cultural Competency Plan Implementation and Evaluation
1. Continue MCP Cultural Competency Plan implementation
2. MCP access CCATP for on-site technical assistance
3. Collect evaluation data by CCATP from each MCP
4. Evaluate CCATP progress
5. Evaluate MCP plan progress
6. Revise MCP plan

Phase 6: Intensive Training
1. Leadership skill development
2. Analyze MCP team strengths and weaknesses
3. Analyze and develop participant facilitation and training skills

Phase 7: Plan Implementation
1. Plan implementation activities
2. Technical assistance to MCPs

Phase 8: Plan Implementation Review
1. Structure feedback to MCPs regarding plan progress from other MCPs and trainers
2. Problem solve for MCP cultural competency challenges

Phase 9: CCATP Evaluation
1. Survey of MCP cultural competency achievements
2. Input from DMH and CIOs.

Phase 10: First Annual Indiana Cultural Competency Conference
1. Provide National Prospective (Best Practices)
2. Offer statewide networking opportunities
3. Share MCP successes and challenges in addressing cultural competency
4. Explore a variety of concerns associated with cultural competency development

State of Indiana Personnel Department

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Indianapolis, IN 46204

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Cultural Diversity Awareness Training

The State Personnel Department has developed training to help promote equal employment opportunity of all people in all aspects of employer-employee relations without discrimination because of race, color, religion, sex, national origin, ancestry, age, disability, or veterans status. There are three interactive programs offered to all state employees through training calendar programs, special agency request programs, and programs offered by agency trainers.

ABC's of Discrimination: This orientation is designed to acquaint participants with federal and state policies and legislation which prohibit discrimination in employment. It also provides an overview of the Americans with Disabilities Act's intent to eliminate discrimination against approximately 49 million Americans with disabilities. Some of the topics and legislation covered are:

. Hiring Practices
. Performance Appraisals
. Discipline and Termination
. Promotion
. Civil Rights Act of 1965, as amended in 1991
. House Enrolled Act 1789
. Equal Pay Act of 1963
. Age Discrimination Act of 1967
. Americans with Disabilities Act of 1990

al Diversity Awareness: This course defines "cultural diversity" and identifies the advantages of having a culturally diverse workforce. Behaviors that block authentic relations between people due to culture, race, gender, age, or sexual preference are addressed. Additionally, behavior that helps to facilitate good working relationships are identified and discussed.

Sexual Harassment Prevention: This program is designed to develop a clear understanding of what sexual harassment is and how it impacts people. The responsibility of employees, supervisors, and human resource managers is explored to help maintain a harassment free environment.

American Commercial Lines LLC

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Contact Persons:

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Becky Miller
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Ethical Standards and Conduct

This program is ongoing to all 3,700 American Commercial Lines employees. Employees are shown a video and given a copy of "Business Principals Guide," which explains the company's commitment to provide a workplace free from discrimination and harassment.

Employees are instructed on what they should do if they are a witness to or a victim of improper treatment.

Memorial Hospital and Health System

615 N. Michigan Street
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Phone: (219) 282-8618
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Contact Persons:

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South Bend, IN 46601
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Making Human Diversity Work

Memorial Health System, a nonprofit regional healthcare organization serving urban and rural sections of northern Indiana and southern Michigan, is committed to evolving into the "the healthiest community in the United States by 2010." Reaching, serving, and reflecting the interest of all populations led Memorial to expand its diversity program efforts. A diversity training component was developed to address cultural sensitivity issues about why people of color, specifically from at-risk families, are not accessing health care and social services. More than 500 participants from social service, health care, and criminal justice agencies have benefited from the diversity training sessions. Bertha King, Diversity Support and Development Specialist, developed and facilitated these sessions, personally tailoring the sessions for each organization and its staff.

These training sessions were designed and targeted at key providers, both at the service agency level and at the neighborhood level in at-risk areas of the county. In addition, trained staff members and project educators of Infant Mortality Case Review and Adolescent Support and Parenting (a group of successful minority teenage mothers) helped to:

- Engage the targeted service providers in intense dialogue about African-American cultural differences
- Identify factors which perpetuate unhealthy lifestyles and client failure to access health care resources
- Stimulate understanding and commitment for policy/practice changes which will improve rapport between providers and high-risk African-Americans

Two training videos have been produced to provide another avenue to help bring about change for service providers. African-American, Hispanic, and Caucasian females candidly share information that provides an insightful look at the real world of young mothers in the inner city who must access the public delivery service systems.

A few health organizations, who serve a significant number of "grassroots" populations of color, did not participate in the trainings for various reasons. Even though agencies may work regularly with people of color, they may not be knowledgeable about appropriate cultural interactions. These customized sessions increased awareness and enhanced sensitivity among health and human service providers.

Bessie Owens Neighborhood Center

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Contact Persons:

Robbie and Ericka Kilpatrick
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East Chicago, IN 46312
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Louis Williams, Director
Same address/phone above

African-American History Book Club

This book club meets once a week for 1-2 hours with kids ages 3-12; many of the parents also participate. Activities include a story about an African-American, supplemented by a combination of worksheets, videos, posters, coloring, field trips, and discussion. The size of the group ranges from 8-20 children.

The goals of the club are to teach children about their history and culture, give them hope for the future, bolster self esteem, and encourage reading.

Organization and funding come from the Bessie Owens Neighborhood Center, Recreation Department, Public Library, and Enterprize Zone.

Heritage Hall Neighborhood Center

4506 Tod Avenue
East Chicago, IN 46312

Phone: (219) 391-8480
(219) 391-8477
Fax: (219) 391-8544

Contact Persons:

Robbie Kilpatrick
Hope Lewi

Evelyn Jones, Director
Joyce Carpenter

Same address/phone above

Cultural and Social Awareness Club

This club is intended to help youth understand the different cultures in their community, country, and world and to make them more aware of social issues, problems, and possible solutions. Organizers hope to encourage open discussions through speakers, worksheets, games, audiovisual materials, and field trips.

Meetings are every Friday night from 5-7 p.m.; the program is open to all youth. There are two age groups: ages 12-15 and 15-18.

Northwest Indiana Arts & Humanities Consortium

Contact Person:

Garrett Cope, Coordinator
Indiana University Northwest
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Gary, IN 46408
Phone: (219) 980-6554

Diversity Conference 1999

Approximately 365 junior high/middle school students attended a day of arts and humanities activities at Diversity Conference 1999, sponsored by the Northwest Indiana Arts and Humanities Consortium (NIAHC). "Discovering You in Me: An Exploration of Cultural Unity" was held at Indiana University Northwest. Urban and rural students from Lake, Porter, and Laporte counties worked together on projects led by area artists in the visual arts, creative writing, storytelling, dance, and music.

"There is much talk of Northwest Indiana being one of the most socio-economically stratified areas in the United States," said Allen J. Kress, city planner for Hammond and president of the NIAHC Board of Directors. "We believe there are ways we can interact through the arts and humanities to break down those barriers. We are bringing students together to discover that we have more in common than we realize. Some students come reluctantly, but by the end of the day, they are holding up their artistic achievements and saying they had a great time doing it."

The last diversity conference was held in 1996 at the Purdue University Northwest North Central Westville Campus. Incorporated in 1991, NIAHC is a nonprofit organization composed of members in the three-county area who are committed to bringing the arts and humanities to the public. Although it has hosted many conference and educational workshops, the diversity conference is one of its most popular programs.

Children's Museum of Indianapolis

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Indianapolis, IN 46206

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Dr. Martin Luther King, Jr. Essay Contest

Each year the Children's Museum sponsors a MLK Essay Contest. Awards are given for two age groups: grades 6-8 and 9-12. First prize is $500; second prize is $250; and third, fourth, and fifth prizes are $100. Additionally, the first place winner for each age division receives an all-expense paid trip to a national "King" event paid for by the Indiana MLK, Jr. Holiday Commission. Winners and their school libraries also receive a copy of *A Testament of Hope: The Essential Writings of Dr. Martin Luther King, Jr.* donated by a Ms. Dorothea Green.

Contest rules require that essays not exceed 450 words. Entries are judged on the theme's organization, content, originality of thought, and grammar. Contest winners are honored at an awards ceremony in May at the Children's Museum.

Dr.Martin Luther King, Jr. Celebration

To commemorate Dr. Martin Luther King, Jr's birthday, the museum is open free of charge. Events include speakers, entertainment, and educational activities.

The museum's planetarium provides visitors with an underground railroad experience. Children learn how thousands of slaves ran for their lives during the night, not knowing if they were going in the right direction, except for using the Big Dipper constellation as a guide.

The Asante Children's Theatre perform dramatizations and sing songs to invoke the spirits of past freedom fighters; gospel concerts from local children's choirs also perform.

The museum is also filled with interactive and creative activities such as board games that travel through Dr. King's life.

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Juneteenth

This holiday observes the Emancipation Proclamation's end of slavery for African-Americans. The outdoor event is free to the public, and food and entertainment are available.

Pre-Kwanzaa Workshop

This African-American holiday event gives visitors creative ideas on how to make this observance a family tradition. The seven principals of Kwanzaa are explained: Unity, Self Determination, Collective Work, Cooperative Economics, Purpose, Creativity, and Faith.

Other entertainment includes African drum performances, youth choirs, and African-American folktales and stories for children ages six and under.

The Children's Museum
of Indianapolis

Indiana Girl Scout Councils

Girl Scouts of Hoosier Capital Council
1800 N. Meridian Street
Indianapolis, IN 46202

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Fax: (317) 924-2976

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Beverly Ferguson
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Carolyn Payton
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Pluralism Summit

This biannual event serves the fourteen Girl Scout Councils in Indiana. The purpose of the Summit is to educate and raise the awareness of volunteers and staff regarding pluralism and diversity, to help Girl Scout Councils develop a plan to implement pluralism programs in their own community, and to provide Councils an opportunity to share and learn from one another about successful diversity efforts.

Their fifth summit will take place in Indianapolis in November of 1999. Over the years, the program has included Green Circle Training *(See Additional Resources Appendix)*, World of Difference Programs *(See Additional Resources Appendix)*, Bafa' Bafa' workshops, and workshops presented by Girl Scouts of the USA.

Give and Gain

This is an outreach program that focuses on recruiting African-American women to serve as Girl Scout Leaders in underserved areas. These leaders offer girls the chance to look beyond their own community, beyond friends who are "just like us," and toward a multicultural, multiracial society.

People Just Like You

This disability awareness patch program developed by Hoosier Capital encourages girls to examine differences and similarities among people. Activities are included to help girls learn about disabilities and become more sensitive to people with disabilities.

Heritage Patch Program

This multicultural program helps girls as they prepare to take their place in a pluralistic society. It is designed to assist girls to develop a new awareness and understanding of their ethnic heritage and to reach out and appreciate the unique contributions of members of all racial, ethnic, religious, and socioeconomic groups. Sections of the program focus on personal heritage, women's history, African-American history, Native-Americans, and German-Americans.

100 Black Men of Indianapolis

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Indianapolis, IN 46208

Phone: (317) 921-1268
Fax: (317) 921-1355

Contact Person:
Jerry Harkness, Executive Director
Same address/phone above

A national organization, 100 Black Men of America comprises 74 chapters and more than 10,000 men. The primary goal is to facilitate gains for African-Americans in housing, education, employment, health services, and government.

African-American History Challenge

This event is an educational and scholarship program designed to enhance the study of African- American history. It is intended to increase young people's knowledge of their legacy and to encourage them to live lives worthy of that legacy.

The primary reference sources used for this competition are Lerone Bennett Jr's *Before the Mayflower* and Dr. Ivan Van Sertimia's *Before Columbus*. The challenge is open to students living in Marion County and consists of two divisions. The junior division is 8th grade or lower, while the senior division is 9th grade or higher. Each team is allowed two students and one alternate. Winning teams at the local level proceed to the national competition.

Comcast Cablevision and affiliate Black Entertainment Television sponsor a weekend in Washington D.C. for the local winning teams.

Summer Academy

Recognizing that the educational and motivational needs of central-city children do not end when school closes, 100 Black Men of Indianapolis sponsors an annual summer academy at Indianapolis Public School 27, which is in an economically depressed area. From June to August approximately 90 students, grades 1-5, participate in a daily curriculum centered on math, reading, computer lab, physical fitness, field trips, and current events speakers.

Conflict Resolution

Each year, over 130 youngsters spend the night at the Fall Creek YMCA. The 100 Black Men of Indianapolis and other community male volunteers help with counseling and activities. The purpose of this event is to train youngsters to resolve problems nonviolently.

Scholastic Basketball/Track and Field Programs

Currently, eight IPS schools are involved in these programs, which focus on commitment and effort rather than winning. Points are earned for good class behavior, attendance, and scholastic achievement, as well as athletic ability.

Douglas Little League Baseball

Since 1993, the 100 Black Men of Indianapolis has volunteered and financially sponsored the Douglas Little League Baseball Inc. charter franchise. As a summer extension of mentoring, this activity has become one of the organization's most successful programs. It has become a community bond bringing young people, parents, volunteers, and area businesess together. Recently, the number of teams increased from 4 to 14, and the playing facility has been improved.

100
BLACK
MEN

Peace Learning Center

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Indianapolis, IN 46254

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Conceived in February 1997, the Peace Learning Center (PLC) is a community resource providing conflict resolution training, implementation of peer mediation programs, and promotion of peaceful initiatives.

Initially the PLC conducted a day-long conflict resolution program for every fourth grade class in the IPS system, reaching approximately 3,200 kids per year. Since then, the program has expanded to include in-school peace programs reaching an additional 2,000 kids each year in elementary, middle, and high school.

The PLC also has a Peace Camp in which an estimated 5,000 middle school students have participated. The curriculum includes:

- **A philosophy of peace** - To generate group discussion, students define words such as conflict, peace, violence, and respect. Quotes from Dr. Martin Luther King, Mahatma Ghandi, and Mother Teresa are related to students' everyday lives.

- **Verbal listening skills** - Emotions and feelings are found to be at the base of any conflict. Positive ways of identifying, honoring, and expressing emotions are learned.

- **Rules for fighting fair** - Participants are taught to find out what the problem is; attack the problem, not the person; listen to each other; respect each others' feelings; and be responsible for what they say and do.

- **Interactive theater** - Professional talent from the A.C.T. Out Ensemble perform real life scenarios to assist students in applying the curriculum and skills learned.

- **Safe Escape** - This is a peaceful, physical skills seminar for students and the larger community. Non-violent Safe Escape is a model of self-defense, based in the martial arts, that uses positions of evasion instead of contact for protection. Seminars are offered for all ages, and teacher certification courses are available.

Youth As Resources

3901 N. Meridian
Indianapolis, IN 46208-2562

Phone: (317) 920-2569

Contact Person:
Christy McIntyre
Same address/phone above

YAR involves youth in community service by funding youth-directed projects and encouraging service organizations to view youth as volunteer resources. Teen board members learn leadership skills by making decisions on YAR operations, as well as reviewing and awarding small grants for the volunteer projects through a youth-adult advisory board.

Grants are offered to youth in Boone, Hamilton, Hancock, Hendricks, Marion, and Morgan counties to fund community service projects. A maximum of $5000 may be awarded. Completed applications are submitted to the YAR Board. The Board, consisting of youth and adults, must have a board make-up of at least one-third youth.

There were 133 youth-directed service projects in 1988; these projects involved 4,571 volunteers from kindergarten to age 22. In addition, an estimated 54,204 youth benefitted from the services provided by the projects. The program is funded primarily by the United Way of Central Indiana, with supplemental grants from The Indianapolis Foundation, Lilly Endowment, Inland Foundation, Pacers Basketball Foundation, Central Indiana Power, and the Cinergy Foundation.

Celebration of Peace and Respect

In response to the announcement that the KKK would be hosting a rally on January 9, 1999 in Indianapolis, a group of 14 concerned volunteers came together to develop a plan for an alternative activity to celebrate diversity. The volunteers represented youth, college students, state government, corporations, churches, and non-profit organizations.

On January 1, dedicated volunteers passed out yellow ribbons and flyers at the corner of Illinois and Maryland. On January 7, a Celebration of Unity, an interfaith and community response to the KKK, was held at the North United Methodist Church. The coalition of religious leaders encouraged all congregations to hold prayer services in their individual churches during the Klan rally.

For the Celebration of Peace and Respect event on January 9, the Ashantii Ballroom provided space, security, and free soft drinks; the Indiana Commission on Community Service and Volunteerism paid for refreshments; a locally owned grocery store baked cookies; and Emmis Communication's radio station (WTLC) donated $33,000 worth of air time to advertise the event. The Celebration's agenda consisted of speakers, song, dance, music, and theatre.

YMCA

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Diversity Programs and Activities

The Board Development Committee has achieved a diverse membership on the Board of Trustees and the Board of Directors that reflects the local population in respect to Hispanics, African-Americans, and gender. By diversifying its staff, the YMCA reports that their membership has also become more diversified.

Recently the Urban Mission Branch was opened to reach out into neighborhoods not usually served by the YMCA in previous years. The intent is to engage racial neighborhood concentrations in programs adapted to meet their specific needs. Funding for this program came from the Annual Invest in Youth Campaign.

During the KKK rally in January 1999, the YMCA's held open houses, displayed banners that stated their position, and quoted John 17:21 "That All May Be One."

The YMCA of Greater Indianapolis is a funding sponsor of the National Multicultural Conference, "Unity in Diversity," in Atlanta, Georgia. This event is a prelude to the Indianapolis City Agenda Conference in September 1999, where key leaders from the 125 largest YMCA's in the country will exchange ideas concerning inner city issues: education of children, development of youth, and building of communities. The Indianapolis YMCA is raising funds to sponsor minority delegates from marginally financed YMCA's throughout Indiana and the nation.

YMCA
We build strong kids,
strong families, strong communities.

YWCA

200 E. Jackson Boulevard
Elkhart, IN 46516-3513

Phone: (219) 295-6915
Fax: (219) 294-2731

Contact Person:
Judith Beechy, Executive Director
Same address/phone above

Art Projects

The YWCA received a small grant from the Corporation for National Service. The grant will be used to paint a mural on the side of a building which addresses diversity and community service. The mural was designed by a local artist and will be painted on the building by a diverse group of people in the community.

Evolving out of the Elkhart Study Circles on Race Relations, an art project is being done by the YWCA after-school program. The topic of art focuses on appreciating and learning about diversity. Some of the collages and banners will be displayed in such places as City Hall.

School Diversity

Using grant funds, the YWCA paired less diverse elementary schools with more diverse schools to work together on finding ways to get along and understand each other's differences. The project lasted two months, culminating in a one-day diversity celebration with such projects as student poetry, songs, games, and quilts.

Statewide Days of Dialogue

This national event in April is an outgrowth of President Clinton's Initiative on Race and the National YWCA's "Day of Commitment to the Elimination of Racism." Last year's featured speaker was Governor O'Bannon who spoke about the need for race related dialogue.

Week Without Violence

This national YWCA event takes place annually in October. In 1998, the YWCA of Elkhart County celebrated its fourth Annual Week Without Violence. The event challenges communities to focus attention on practical and sustainable alternatives to violence and bring to life a vision of a safer, healthier community. One of the week's activities was a four-hour "Dialogue on Diversity".

Focus on Asian Culture

As part of the "Asia IN US" project funded partially by the Indiana Humanities Council, the YWCA Senior Center held 23 different programs and activities that focused on Asian culture, art, music, and geography. The summer series began in June with a "Taste of Asia" food fair and culminated with an intergenerational Asian Arts and Culture Celebration in August.

YWCA

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Becky Hill
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Dr. Sharon Banks
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White Baggage/Black Baggage

This presentation emphasizes the differences between the white/black experience. Becky Hill, white, and Dr. Sharon Banks, black, present personal information about their experiences. Becky discusses white privilege and how it has affectd her life, while in stark contrast, Sharon presents her often difficult experiences. The lack of baggage whites must carry is contrasted by the heavy baggage of discrimination blacks must carry.

Presentation fees are paid by the requesting organization. Audiences have ranged from 25-400 people. The idea for this activity came from personal work on racism issues and from reading *White Privilege:Unpacking the Invisible Knapsack*, an article by Peggy McIntosh.

YWCA

2545 West 19th Place
Gary, IN 46404

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Contact Person:
Jean Campbell
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Annual African-American History Celebration

In a salute to Black History Month, the YWCA hosts a luncheon to celebrate African-American heritage. Some of last year's activities included a history of the YWCA in social justice and poems recited by children.

Women's Commitment To Diversity

During Women's History Month in March, this luncheon event celebrates the diversity of women of all ethnic, racial, and religious groups.

National Day of Commitment Toward the Elimination of Racism

Partnering with the Gary NAACP, the YWCA sponsors this event at the end of April in response to President Clinton's Initiative on Race, calling for an annual national day of dialogue. Ministers and educators are also asked to involve community churches and schools in taking a pledge of unity.

Week Without Violence

Also an outgrowth of President Clinton's Initiative on Race, this annual event in October is devoted to promoting alternatives to violence in the home, school, and community. Activities for 1998 included the Lake County Assistant Prosecutor as the keynote speaker and readings and poems about peace and harmony by the YWCA teens.

Study Circles

Using the Study Circles Resource Center's dialogue guides, the YWCA is in the process of organizing study circles for the 1999 year.

YWCA

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Indianapolis, IN 46254

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Elizabeth Brown: Executive Director
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History

The YWCA has been committed to racial justice and human rights for more than 140 years.

A brief history includes:

- At the 1897 national meeting the YWCA secretary declared, "The YWCA has no color line; white, brown, black, yellow, and red are equally welcome in our membership."
- In 1965 an Office on Racial Justice was created at the national level.
- In 1970 the following statement was added to the mission statement: "The Association will thrust its collective power toward the elimination of racism where ever it exists and by any means necessary."
- In 1977 a national racial justice manual was developed to train members on race relations.
- In response to the Rodney King incident in 1992, the YWCA National Day of Commitment to Eliminate Racism was established.
- In 1994 a partnership was initiated with Study Circles Resource Center to engage communities in dialogues on race relations.
- In 1997 the YWCA established an annual Race Against Racism event.
- In 1998 President Clinton appealed to the states' governors to partner with their local YWCA's to proclaim Statewide Days of Dialogue to foster dialogue on race relations and reconciliation in their communities; over 10,000 Americans participated in that event.

Statewide Days of Dialogue

In 1998, this event was hosted at the YWCA of Indianapolis with Governor O'Bannon as the keynote speaker. The Deputy Director of Research and Policy for President Clinton's Initiative on Race was also in attendance. A panel discussion explored the current state of race relations in Indianapolis. Some of the challenges identified included problems between people of color and law enforcement, continuation of a busing program that is no longer effective, and episodes of racial intolerance between individuals which escalate into broader disputes. The Governor also initiated a statewide "Best Practices" program and resource guide on racial justice.

Study Circles

In addition to hosting adult study circles, the YWCA is in the process of expanding their Racial Relations Education into the school system. They hope to accomplish this by piloting three study circles in Indianapolis Public middle schools in 1999, using relevant films and two of the Study Circles Resource Center's curriculums, *Facing the Challenge of Racism and Race Relations* and *Youth Issues, Youth Voices*. The goal is to encourage young people to freely discuss their feelings, beliefs, concerns, and experiences in the area of race relations and focus on developing successful interaction and communication skills between youth of various race, ethnic, cultural, and social backgrounds.

Each study circle session will consist of eight classes held once a week after school for an hour and a half. Each group will include 18 students, one facilitator and one assistant. Participation by each student will be on a voluntary basis and requires the written consent of a parent or guardian. The YWCA staff will act as facilitators and guide the discussions and interaction. Each student will complete a brief attitudinal test before and after the completion of the sessions to measure changes in attitude and knowledge about people of different races and backgrounds. Following completion of the first cycle of study circles, the YWCA staff will meet with the schools' faculty to receive verbal and written feedback about observed or perceived positive changes in the students' behavior.

Successful outcomes will enable the YWCA to continue to work with additional schools; by the fall of 1999, they hope to have 6-12 study circles not only in IPS middle schools, but also in township middle schools.

Summer Camp

Each year the YWCA provides a summer camp consisting of many multi ethnic, cultural, and racial children. Each of the children and the camp counselors attend diversity training at the YWCA to promote understanding and respect for individual differences. The training is provided by an Indianapolis company called Global Perspectives.

YWCA

YWCA

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Lafayette, IN 47901-1022

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Same address/phone above

Diversity Committee

This is a longstanding committee which meets monthly. One of their activities is working with the YWCA's after-school program focusing on appreciating diversity; the most recent focus is on people with disabilities.

Having Your Say

This is a women's discussion group which meets monthly. The program is in partnership with the Hanna Community Center. The goal of "Having Your Say" is to discover and celebrate commonalities among women from different cultures. Their most current focus is on Native-American and Latino issues.

Drop-In Childcare Center

This program is available for people whose second language is English and attend the Lafayette Adult Reading Academy. Diversity training is also available to employees through the Purdue Diversity Team or the Chamber of Commerce Common Ground program.

Statewide Days of Dialogue

An outgrowth of President Clinton's Initiative on Race, the Lafayette YWCA sponsors this event annually. In 1999 the "In Celebration of Diversity" luncheon featured a keynote speaker from Purdue who spoke on the topic of diversity and unity.

YWCA

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Richmond, IN 47375-2430

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Statewide Days of Dialogue

First Lady, Mrs. Judy O'Bannon, was the keynote speaker at a Diversity Luncheon The luncheon was held at the Richmond Holiday Inn with approximately 100 people in attendance.

Since the YWCA is a co-sponsor for Richmond's study circles, five community members also spoke to share their study circle experiences. Proceeds from the luncheon went to benefit the study circle's program.

Ann Cox, Executive Director of the YWCA, said, "I learned that there was a real need for racial healing programs in our community. Having a very small budget to work with, my biggest challenge was figuring out how everyone would benefit from the luncheon. I found that having actual study circle participants speak about their experiences was a nice touch because it showed how valuable study circles were to each individual."

YWCA

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Terre Haute, IN 47807

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Annual Women For Women Dinner

The purpose of this annual event, now in its 13th year, is to raise funds for YWCA programs which are not self supporting. The audience averages around 1,200 people. Becky Buse, executive director of the YWCA, feels that the excellent turn outs are a result of renowned speakers each year. Keynote speaker for 1999 was Mrs. Coretta Scott King.

Calumet Township Trustee's Public Information Office

35 East 5th Avenue
Gary, IN 46402

Phone: (219) 886-5224

Contact Person:
Dozier T. Allen, Jr., Trustee
Same address/phone above

African-American History Makers

For the past three year during Black History Month, the Calumet Township Trustee's Public Information Office has distributed an 8-page publication of local and state African-American history makers who have made important contributions to Indiana communities. Dozier Allen, Calumet Township Trustee, says, "It is important that in addition to our national figures, every hamlet in America also record and preserve its local historical achievements."

The publication contains such history-making events as Gary's first black mayor, first black township trustee, the appointment of the first black female deputy mayor, its first black male judge, and first black female judge. Trustee Allen believes that these examples "serve as great motivators for our children, who are the leaders of our future."

A total of 360 history makers have been recognized during the publication's three year history. Anyone with information of other firsts who should be recognized in *African-American History Makers* should mail their submissions to the above address.

World on the Square Family Fair

P.O. Box 853
Corydon, IN 47112

Phone: (812)738-3929
Fax: (812) 738-6530
E-mail: communityunity@yahoo.com
Website:www.geocitiescom/communityunity

Contact Persons:

Reverend David Cliburn
568 W. Hwy. 62
Corydon, IN 47112
E-mail:presbych@theremc.com

Robert Robinson
Same address/phone above

With plans to make this an annual event, the first "World on the Square" family fair took place in August 2000, with attendance estimated at 1500-2000 people. Having successfully countered a Ku Klux Klan rally in the fall of 1999, Community Unity started this project to provide a positive diversity educational experience targeted at young people in Harrison County *(See Community Unity, pages 240 in Indiana's Best Practices Update 2000).* Specific purposes were to expose children to multiple cultures through art, music, and food and to give adolescents an alternative to prejudice and violence. Local teens not only attended the fair, but helped with the publicity, made posters and prizes, staffed booths, and helped set up and tear down the fair.

Youth leaders and students involved children in international children's games, while a local art teacher and high school counselor demonstrated international art projects such as African masks and a 72-square foot "Hands and Heart is Where it Starts" mural on which Corydon children painted their impressions. There was live ethnic music in the town square gazebo, and local cooks donated 40 different ethnic dishes for a free international food buffet in the basement of the Corydon United Methodist Church. Exhibits of objects from foreign cultures were staffed by local people who had traveled widely or by visitors from other countries. There was also an exhibit describing where Harrison County's products and people go around the world.

A tae kwon do grandmaster staffed a Korean booth. Other exhibitors made samples of their country's food. Some booths did children's craft projects such as origami and African drums. A local gift shop sold craft items from third world countries and included educational questions about these countries as part of their display. Each person entering the fair received a "passport". When they had collected all of their passport stamps, they received prizes such as a friendship ruler, Chinese paper yo-yo, or diversity coloring book.

Co-sponsors included the Corydon Capitol State Historic Site and its staff, youth from Gerdon Youth Center and DIVE (a club at Corydon Central High School devoted to Diversity, Integrity, Values for Everyone), the Harrison County Convention and Tourism Bureau, *The Corydon Democrat* newspaper, and the Harrison County Library who used the fair as the final event for its children's summer reading program.

Human Rights Commission

301 1/2 E. College Street, Apt. B
Crawfordsville, IN 47933

Phone: (765) 364-2794
Fax: (765) 364-4635

Contact Persons:

Zoraida Monroy
Same address/phone above

Herm Haffner
1010 W. Wabash
Crawfordsville, IN 47933
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E-mail:khaffner@wico.net

Celebration of Unity and Diversity

With nearly 500 people in attendance, the Crawfordsville Human Rights Commission hosted its 7th annual Celebration of Unity and Diversity at the 4-H fairgounds. This year's 2000 theme was "Include Yourself in the Solution."

The celebration brings together community business and industry, education, service organizations, and faith groups to celebrate and create an appreciation for the diversity of the community's residents.

The program offers a variety of ethnic foods and entertainments. Information booths are staffed by local businesses and service organizations to educate the community about resources available to serve the needs of Crawfordsville's diverse populations.

Young people are also provided plenty of activities to choose from including ethnic games, face painting, origami, and sand art. The Crawfordsville Public Library displays a sampling of multicultural children's books for inspection and/or purchase.

Funding for the celebration is provided by donations from local businesses, community organizations, and private citizens.

Conner Prairie

13400 Allisonville Road
Fishers, IN 46038

Program Information/Reservations
Phone: (317) 776-6006
Toll Free: 1-800-866-1836
Website: www.connerprairie.org

Contact Person:
Media Information
Melissa Snider
(317) 776-6000 Ext:232
E-mail: msnider@connerprairie.org

Lenape Indian Camp

In addition to Conner Prairie's "Follow the North Star" in *Indiana's Best Practices Celebrating Diversity 1999 Edition*, two new programs have been added to the living history museum: the Lenape Indian Camp and McKinnen's Trading Post. Both were opened on a two-acre site in the spring of 2000.

The reproduction includes a log cabin trading post and several Delaware (Lenape, as the Delaware were called in their native language) wigwams. The site gives visitors an opportunity to learn how frontier traders and early 19th-century settlers relied upon and interacted with the Delaware Indians who already lived in Indiana.

A Conner Prairie staff member explains the history and culture of the tribe, while costumed characters talk in first-person about Indiana's frontier life in 1816. Topics include fur trade relations between the Native-Americans and newly arriving settlers, Indiana's statehood, and the Westward Movement.

The living history museum, which also includes the 1836 Prairietown, the William Conner Estate, and the Pioneer Adventure Area, is open April through November from 9:30 a.m. - 5:00 p.m. Tuesday through Saturday and from 11:00 a.m. - 5:00 p.m. on Sunday.

Conner Prairie.
an Earlham museum

Fiesta Indianapolis, Inc.

P.O. Box 40775
Indianapolis, IN 46204-0775

Phone: (317) 636-5775
Fax: (317) 636-9754

Contact Persons:

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Indianapolis, IN 46260
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Rosario Ramirez
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Carmel, IN 46032
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Fiesta Indianapolis

Fiesta Indianapolis Inc. (FII) is a nonprofit organization promoting business and social interactions between Hispanics and the rest of the Indiana community. It also serves as a public relations, informational, and cultural liaison for the Spanish speaking community.

Each year, FII hosts Fiesta Indianapolis, held at the American Legion Mall on the third Saturday in September. Fiesta Indianapolis is a 12-hour festival that offers entertainment and booth space for businesses, organizations, and food and arts/crafts vendors. The festival gives the community-at-large an opportunity to experience Hispanic culture and the Hispanic community a chance to celebrate their diversity and build common interests.

Fiesta Indianapolis began in 1980 to showcase the contributions Hispanics have made to Indiana. Approximately 20,000 people attend this event which has no admission fee and is run exclusively by volunteers.

In 1999 performances featured mariachis; dancers from Mexico, Cuba, the Caribbean, and Colombia, among others; and Tex-Mex, Central, and South American music. Additionally, there were soccer demonstrations, children's activities, and an art contest.

International Center of Indianapolis

200 W. 49th Street
Indianapolis, IN 46208

Phone: (317) 259-7053
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Same address/phone above

International Festival

The International Center of Indianapolis (ICI) is a not-for-profit organization which strives to help people operate globally and thrive locally. Through its programs and services, the Center links communities, businesses, and individuals with international, ethnic, linguistic, and community service resources in central Indiana. One of the many programs provided is the International Festival.

This educational community event provides performances, food, art, exhibits, and activities from around the world to create one of the region's premier international events. The festival is a highlight for school children and teachers interested in world cultures, as well as a high quality showcase for Indiana's diverse cultures and ethnic associations. Some 20,000 people attend the Festival with over 10,000 students from Indianapolis and surrounding counties attending during special school oriented activities.

Sponsored for 21 years by the Nationalities Council of Indiana, the ICI entered into a partnership with the Nationalities Council in 1999 to co-sponsor the 22nd and future International Festivals.

The Festival's purpose is to:

- Offer children, their families, and educators opportunities and tools to learn about other nationalities and cultures
- Communicate to the public the richness and depth of ethnic roots and the growing international dimension of life in Indiana
- Nurture cross-cultural appreciation and global awareness

Festival activities and opportunities include:
Distance Learning- One of the festival's artists offers a two-way interactive workshop.
Study Guide- This guide provides educators with a year-round teaching tool to develop international lessons that encourage global understanding and an appreciation of diversity.
Music and Dance- Main stage and roving performers share their music and dance traditions.
Food- Ethnic associations and restaurants provide flavors from around the world.
Global Village- Cultural booths representing Africa, the Americas, Asia, and Europe surround a central "town square" where interactive activities and demonstrations take place.
Global Net- A cluster of computers, linked to the internet, allows visitors to access suggested sites and enter into "chat sessions" with families around the globe.

Kids' Zone- A special area for younger children features storytelling, face painting, hands-on international art activities, and games.

Bridges to International Careers- ICI and the IU International Resource Center present an exhibit where youth 12-17 explore study and career opportunities in the international arena.

Naturalization Ceremony- Festival-goers can witness this special celebration and welcome Indianapolis' newest American citizens.

Parade of Nations- Ethnic exhibitors kick off the weekend activities with a colorful, costumed parade around the pavilion.

Parents' and Teachers' Resource Center- International associations, publications, and businesses present their services and products.

Parks and Recreation Department

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Terre Haute, IN 47802

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Maralee Britton
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Ethnic Festival

Celebrating its 13th year, the Ethnic Festival is organized by the Terre Haute Parks and Recreation Department. The two-day event is held along the Wabash River at Fairbanks Park from 12:00 noon to 6:00 p.m. and attracts between 5000-7000 people each year. Says Mayor James Jenkins, "The Ethnic Festival gives citizens a chance to celebrate what makes each of us unique, while enjoying what binds us together - great food and a strong sense of community."

The first year of the event there were seven groups involved in the Festival. In 1999, there were 21 groups, with two more waiting to participate if space became available. Terre Haute is home to several institutions of higher learning: Indiana State University, St. Mary of the Woods College, Rose Hulman Institute of Technology, Ivy Tech State College, and Indiana Business College. There are also many long established ethnic communities representing such heritages as Greek, Hungarian, German, Middle Eastern, Hispanic, African-American, Philippine, and others. All of these blend to make the city one of outstanding ethnic diversity.

Festival participants prepare foods and share information about their homelands. Everyone decorates their booth space, and most wear traditional dress during the festival. Flying over the Festival are some 20 flags from the various countries represented.

A panel of judges visit each booth to talk with the participants about their displays, dress, foods, and countries. The judges then determine 1st, 2nd, and 3rd place winners in the Booth Decorating category and the Traditional Dress category. Winners are awarded ribbons and a small monetary honorarium. All groups receive a participants' ribbon.

Each year the entertainment varies; however, such groups as the Murat Bagpipers, the Samahan Philippine Dancers, and the Nupoor India Dancers made their 13th consecutive appearance this year.

Says Rita Coleman-Alsop, the Park's director of marketing and special events, "I get such a thrill from seeing these wonderful groups, young members and old, large groups and small, come together to share, learn, and celebrate. As I see the many colors from flags, to decorations, to clothing, to faces, I know we are doing something that is good. As a department we take great pride in this event and what it brings to the quality of life in Terre Haute."

C.O.L.O.R.
(Come On Let's Overcome Racism)

2001 S. Parker
Evansville, IN 47714

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Two years ago, a Black congregation, St. John's United Methodist Church, and a predominately white congregation, Fairlawn United Methodist Church, came together to form a ministry called C.O.L.O.R., an acronym for "Come On Let's Overcome Racism." From this ministry, several programs have emerged:

Men of C.O.L.O.R. - Coming together from the two congregations, a men's chorus was formed. Standing side by side, these men use music to tell their message that true brotherhood can and does exist. Receiving several civic awards, the group has been pleasantly surprised with the reception they've had in the tri-state area and have taken their message of racial reconciliation to numerous churches of various denominations, agencies, and community-based groups.

Circles of C.O.L.O.R. - This discussion group's goal is to grapple with complex race related issues in a Christian way, so that participants can better understand those issues and find ways to make a difference. By discovering shared concerns and practical strategies, participants find they can work collaboratively to improve their community.

Using a five session discussion guide, the group is faciliated by a person who is there not to act as an expert on the issues, but to serve the group by keeping the discussion focused, helping the group consider a variety of views, and asking probing questions.

Celebrations of C.O.L.O.R. - These inter-racial ecumenical music festivals are held on Sunday evenings, bringing together choirs, quartets, and soloists from a variety of backgrounds to share in the gift of music. The festivals have helped bring unity, a sense of awareness, and the elimination of barriers to the community.

Christian Magic Festival - A Christian magician uses magic to deliver his message to both children and adults.

Feast of C.O.L.O.R. - This Thanksgiving event is sponsored for the poor and homeless.

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Picnic of C.O.L.O.R. - Picnics and ice cream social concerts provide lots of summer fun and fellowship.

Human Relations Days - There have been two of these, each broadcast by the four major local news stations. Speakers were Dr. W.R. Brown, Jr. who marched with Martin Luther King, Jr. and Bishop Woodie White.

Baptist Bible College of Indianapolis

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Indianapolis, IN 46219

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Web site: www.bbci.edu

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Dr. Charles Ware, President
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Donna Kissick
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National Multiracial Ministry Conference

Occurring every two years, the National Multiracial Ministry Conference is designed to provide biblical principles, practical models, methodologies, and encouragement to promote and enhance both the evangelization and discipleship of multiracial and multicultural America. A diverse collection of speakers on the front lines of multiracial and cross-cultural ministries conduct practical workshops providing scripture-based answers to daily questions.

The conference for 2000 received commitments for promotional partnerships from over twenty national leaders in multiethnic and urban ministry, as well as from Moody Bible Institute, Taylor University, Cedarville College, and Cornerstone Christian College.

An essay contest is currently being designed to encourage Christian schools to participate. The topic is "Reconciliation: Past, Present, and Future." The contest will be conducted during the month of February in an attempt to encourage more Christian schools to demonstrate their interest in race relations during Black History Month. Winners will be announced during the conference.

Dr. Charles Ware served as consulting editor for a new book based on the 1998 Conference, scheduled for publication in 2000. Resources for the book include sermons and articles written by former Conference presenters. Topics include racial similarities, building cross-racial relationships, the value of church partnerships, dealing with anger, etc.

A virtual-reality museum is being developed which will provide discussions on race relations and the Christian faith. The emphasis is on African-American history and concentrates on the role, both positive and negative, that the Christian faith has played in the black struggle in America. Particular attention is given to those Anglo-Americans whose faith effected their involvement in racial reconciliation. The museum will contain pictures, artifacts, places, and oral histories relating to the subject. The role of the Christian faith in race relations may be expanded in the future to include the South-African Apartheid story, the Holocaust, and more.

Christian Church in Indiana

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Indianapolis, IN 46208-3345

Phone: (317) 926-6051
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E-mail: cci@ccindiana.org
Website: www.indianadisciples.org

Contact Person:
Reverend Kenneth Hall
Same address/phone above
E-mail: ken@ccindiana.org

Building Bridges - Crossing Boundries

Funded by the Christian Church in Indiana's Reconciliation Ministry, a one-week summer camp for junior high youth is hosted at Barbee Christian Camp. The goal for bringing these young people together from different backgrounds is to exchange ideas and experiences across racial and ethnic boundaries.

Campers and counselors spend a week working, playing, studying, learning , and talking together about how to solve racial problems and how to build a racially tolerant society. Activities include Bible study, crafts, games, videos, celebration of diversity, and special events.

Prince of Peace Hispanic Church

1219 E. Broadway
Logansport IN 46947

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Amistad *(Friendship)*

Michigan born, Julie Zarogoza met her husband, Victor Zaragoza, on a mission trip to Mexico. They moved to Indiana where Julie now serves as the state coordinator of Migrant Ministries for the State Convention of Baptists in Indiana. Victor is pastor of the Logansport Prince of Peace Hispanic Church and is helping start other Hispanic churches in Kokomo and Monticello. Of the approximately 70 migrant camps in Indiana, Julie and Victor work directly with 13 of them.

The Prince of Peace Church began a program called Amistad, based in Logansport but extending to such surrounding communities as Kokomo, Walton, Galveston, and Monticello. Coming in direct contact with some 200 individuals monthly, Amistad serves a two-fold purpose. It focuses primarily on meeting the physical, social, and spiritual needs of the Hispanic community by forming personal friendships with families and individuals and then matching their needs to available resources.

Secondly, Amistad serves as a bridge between the Hispanic and Anglo communities, helping both to understand and appreciate the other through joint community activities, task forces, guest speakers, and the ministerial association. People who previously fell through the cracks of other governmental and private agencies due to lack of eligibility, misunderstanding of long application processes, and cultural and linguistic barriers have found loving and pertinent assistance.

> They're financially destitute. Living in tiny 16 x 16 foot cabins without heat and running water, they need blankets, soap, and old clothes for working in the fields. It's kind of like seeing the third world in the middle of the first...
>
> **-Julie Zaragoza**

Anglo and Hispanic communities have also found in Amistad a meeting ground as a result of the bicultural make-up of the organization, allowing them to discuss differences and similarities, iron out their idiosyncracies, and unite in their uniqueness.

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Special programs provided by Amistad include:

Independence Day Festival is held in September to celebrate the independence from Spain of the majority of Latin-American counties. This festival draws hundreds of attendees and features food, children's games and activities, concerts, and participation from local and governmental agencies. These agencies and organizations provide free medical and safety demonstrations and assistance to members of the community.

Migrant Camp Ministry provides blankets, clothing, personal items, and toys to approximately ten migrant camps. It also provides Bible study classes and children's activities and projects to assist with spiritual growth and healthy family development. This ministry reaches some 600 individuals.

Social Needs Ministry provides free Spanish/English translation in settings such as the hospital, doctor's office, license branch, schools, and utilities connection; distribution of non-perishable food items; finding affordable housing; and moving from one residence to another. Free piano lessons are also offered.

Spiritual Needs Ministry provides weekly Spanish church services, pastoral support and counseling, home Bible studies, free Bibles, youth and children's activities, family summer camp, and free family-friendly film showings.

Peace of Christ Hispanic Ministry

Immanuel Lutheran Church
605 S. Walnut Street
Seymour, IN 47274

Phone: (812) 522-3118
Fax: (812) 522-6675
E-mail: immanuel@hsonline.net
Web site: www.immanuelseymour.com

Contact Persons:

Kimberly Barnett
Same address/phone above

Steve Sharer
Same address/phone above

To address the spiritual and social needs of Seymour's Spanish-speaking population, the Jackson County Lutheran Mission Federation and its member churches have established the Peace of Christ Hispanic Ministry located at Seymour Immanuel Lutheran Church. Programs and activities include:

Spanish Worship Services are provided by visiting Pastor Samuel Ruiz. Services are held the third Sunday of each month at 3:00 PM and are followed by a pitch-in dinner.

Bible Study and Devotions are offered to students following their English As Second Language classes. A monthly Bible study is also offered the first Sunday of the month from 6 to 8 PM. Pastor Ruiz, in conjunction with his monthly visit, offers a Bible study on Saturday evening and again on Sunday prior to the Spanish worship service.

The Newsletter is published monthly and distributed within the community and to a mailing list of over 100 individuals. It includes a calendar of events, articles on church-related programs and activities, and community information that may be of interest to the Hispanic population.

Movie/Activity Night is the fourth Sunday of every month at 6 PM. A Christian movie is shown in Spanish and coordinated with an activity chosen for that night. Activities have included pitch-in dinners, alphabet bingo, and open-gym night.

English As Second Language Classes (ESL) are taught by volunteer individuals who have received training in teaching ESL classes through the Jackson County Coalition on Literacy. To accommodate the schedules of those who work, the 90-minute classes are held twice a week on various days and at different times.

Teretulia is an activity to foster language exchange and is held each Wednesday from Noon to 1:00 PM. Persons wishing to learn either Spanish or English bring their lunches and join others in a social atmosphere to learn and practice their language skills with native speakers.

Donated bicycles are given to Hispanics within the community who lack transportation.

Counseling & Psychological Services Center

314 Lucina Hall
Muncie, IN 47306

Phone: (765) 285-1736
Fax: (765) 285-2081
Web site: www.bsu.edu/students/cpsc/diversity/diversit.htm

Contact Person:
Patsy Donn, Ph. D. Director
Same address/phone above
E-mail pdonn@bsu.edu

Diversity Initiatives

The Counseling and Psychological Services Center is sensitive to and committed to addressing issues of prejudice, stereotypes, discrimination, and oppression and the impact of these issues on the lives of the people they serve and train. The center's policies, procedures, activities, associations, and interactions with the campus community, reflect and promote the dignity and worth of the individual and the value and strength of diversity in the community.

The Center's diversity teams provide education and outreach programs to both the campus and the community on the following topics:

. Appreciating Diversity
. Crisis Intervention and Mediation of Multicultural Conflicts
. Growing Up White: Cultural Assumptions and their Impact
. Prejudice Reduction
. Team Building and Coalition Building Around Multicultural Issues
. Understanding the Impact of Prejudice Against Gay Men/Lesbian Women
. What We Have Learned: Overcoming Prejudice and Creating Opportunities

A recent addition to the Center's diversity initiatives is a web page developed by the Multicultural/ Diversity Programming Team. The site provides links to:

. Find diversity information and related web sites
. Encourage self-development and exploration
. Discuss current issues about diversity in a town meeting format
. Learn how to create an inclusive classroom sensitive to issues of diversity
. Learn about training opportunities at the Center
. Find support for diversity projects and activities on campus

Diversity Policy Institute

Ball State University
710 North Martin
Muncie, IN 47306

Phone: (765) 747-6065
Fax: (765) 285-8980
Web site: www.bsu.edu/provost/dpi

Contact Person:
Michael Stevenson, Ph. D. Director
Same address/phone above
E-mail: mstevens@bsu.edu

The Diversity Policy Institute (DPI) was established to help Ball State University (BSU) fulfill its commitment to developing innovative programs and policies that will attract, retain, and nurture a more diverse university community and foster a campus environment that will enable graduates to excel in a culture that is growing ever more diverse.

The goals of DPI are to:

- Improve the Ball State campus climate for members of diverse groups, including those that vary according to race, ethnicity, economic status, national origin, disability, gender, sexual identity, age, and religious viewpoints
- Enhance efforts to recruit and retain a more diverse student body, faculty, and staff
- Facilitate the development of diversity-inclusive curricula and other diversity programming
- Contribute to the national scholarly debate on diversity policy in higher education

In an effort to accomplish DPI's goals, input is solicited from a variety of campus constituencies, such as the Center for International Programs; the Task Force on the Status of Women; Spectrum, an organization for gay, lesbian, and bisexual students; Disabled Students in Action; area and ethnic studies departments; and student organizations. Through its website, DPI acts as a clearinghouse for diversity-related information, activities, and services at BSU. The website provides links to:

Resources - a listing, along with contact information, for BSU's academic departments, university programs and offices, and student organizations which pertain to minority populations and/or diversity issues
Calendar- a listing of BSU's upcoming diversity activities and programs
Speaker's Bureau- a listing of people in Central Indiana who will speak on topics of diversity
Diversity Forum- on-line opportunities for students, faculty, and staff to network
Media- a listing of diversity resources available at BSU's Bracken library

The Multicultural Center

325 N. McKinley Avenue
Muncie, IN 47306

Phone: (765) 285-1344
Fax: (765) 285-2300
Website: www.bsu.edu/pres/htmls/01stu.html

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Director
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Nicole Oglesby, Asst. Director
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Through social, cultural, and educational programs, the Multicultural Center (MC) assists racial and ethnic minority students to reach their educational goals. The MC also seeks to promote an appreciation for cultural diversity throughout the campus. Services and activities include, but are not limited to:

Newsletter- *Houselines* is published twice each semester and helps to keep students abreast of cultural diversity issues and activities on campus.

Men and Women of Color Forums- These sessions allow students to meet on their own turf with professional psychologists and psychology interns to discuss and explore issues of interest and concern. From August through May, male students meet the 1st and 3rd Thursdays of the month and female students meet the 2nd and 4th Thursdays of the month. This is a collaborative effort between the Counseling & Psychological Services Center, Counseling Psychology & Guidance Services Department, and the MC.

Malcolm X Memorial Library- Originally established as a resource for African-American students, the library currently houses books, newspapers, magazines, and videotapes for all minority student groups served by the MC.

One World Lecture and Performance Series- This program was established in 1990 to address the need to promote a campus-wide appreciation for cultural diversity through celebrating the rich heritages of minority populations. Over the years, a variety of world renowned lecturers and artists have spoken or performed on the Ball State campus.

Annual Awards & Recognition Ceremony- This event gives scholarship, leadership, and service awards to minority students, BSU campus offices and departments, and Muncie community organizations. The awards recognize achievements and/or commitment to promoting cultural diversity and understanding.

Picnics and Open Houses- A picnic/open house at the beginning of the school year provides an opportunity for incoming students to meet returning students, faculty, and staff. Students are given an overview of services and student organizations available to meet their specific cultural, social, and educational needs. At the end of the year, the Black Student Association sponsors a good luck/farewell social event as students settle down to tackle finals and prepare to leave for summer vacation.

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Excel Summer Program- While most freshmen experience adjustment problems associated with attending college for the first time, minority students experience additional problems of feeling isolated and alienated on a predominately white campus. Excel is a retention-based program that gives participants an opportunity to:

- . Gain early exposure to Ball State and the Muncie community
- . Meet other incoming students
- . Connect with upper-grade-level mentors
- . Live on campus for three days during the summer
- . Engage in activities and workshops that focus on academic and personal development

The program is conducted by faculty and professional staff at a minimal participant cost of $25. Housing, meals, and supplies are covered by a grant from the Eli Lilly Foundation. Excel's success is reflected in its 100 % retention rate for the program's pilot year and 98% for the program's second year.

Other campus organizations which serve the needs of Ball State's diverse student population are:
Asian-American Student Association (AASA)- Among other activities, this organization has sponsored Asian-American Awareness Month for over ten years with nationally known Asian-American performers and lecturers. Each year alumni of AASA are asked to give the kick-off address. Other activities for the month include martial arts demonstrations, cultural forums, and dinners.
Black Student Association- This organization's main event is Unity Week based on the principles of Dr. Martin Luther King. Originally designed to unify African-American students at Ball State in the 1970's, the program now boasts input by several student organizations and academic departments and the Muncie community. A decided highlight for the week is the Scholarship Pageant.
Latino Student Union- This organization seeks to inform the campus and the community about the many Latino cultures. During Latino Awareness Month, activities include speakers and musical performance by prominent members of the Latino community.
African Student Association
Association of Black Graduate Students
Chinese Student Association
Club Japan
Disabled Students in Action
Indian Subcontinent Student Association
Korean Student Association
Office of Disabled Student Development
Spectrum
Students for a Free Tibet
Today's Black Woman
Voice of Triumph Choir

Goshen College & Community Ethnic Fair

1700 S. Main Street
Goshen, IN 46526

Phone: (219) 535-7545
Fax: (219) 535-1660
Website: www.goshen.edu/crel/ethnicfair/

Contact Persons:

Janette Yoder	Sue Burkholder	Doris Yoder
Director Special Events	Steering Committee Co-chair	Steering Committee Co-chair
Same address/phone above	Phone (219) 533-1326	Phone: (219) 642-3547
E-mail: janetteky@goshen.edu	E-mail: suehburk@aol.com	E-mail: sgdyoder@bnin.net

The Goshen community celebrated its 13th annual Ethnic Fair in April 2000. The Fair is a joint venture between the college and the community and attracts over 4000 people of all ages tothe Goshen College campus. The event provides a festive opportunity to celebrate a wide variety of ethnic groups in the community and the many countries represented by the college's international students. The Ethnic Fair was originally started to share the cultural experiences of college students returning from a trimester of study and service abroad and quickly grew to its present stature.

Multicultural performances, display booths from over 24 ethnic groups, demonstrations, hands-on children's activities, and educational displays from local schools fill the large College Church Chapel building. The Roman Gingerich Recreation and Fitness Center houses the 20 food booths where fair attendees can sample ethnic foods while enjoying multicultural music and dance performances on stage. The International Bazaar of ethnic crafts is also located in this facility. Outside is a tent where ethnic games and activities can be experienced. There are also roving performers that delight attendees of all ages throughout the day.

The event is organized by a steering committee of 11 members working with nearly 200 volunteers who represent the college and community. Each year a theme is selected. Recent themes have been "People at Play: International Toys and Games," "Growing up around the World: Observing Life's Special Times" and the theme for 2000, "Animals in the Arts - An International Safari." This theme was carried out by having several exotic animals, including camel rides, at the fair.

The steering committee is committed to an emphasis on education, with local schools being very supportive and involved. Committee education coordinators work with teachers and students, supplying resources and assisting with projects and ideas of how the school's curriculum needs can be met with fair projects and participation. Passports are given to each student and stamped with the names of different countries represented as they travel through the cultural displays. Some teachers give extra credit for students who complete the tours of all the countries, and all classes receive certificates of participation. Teachers agree that the sights, sounds, smells, tastes, and hands-on activities give students a greater appreciation of the diversity of people in the community. Event planners reinforce this sentiment and encourage other diversity events to work more closely with schools to involve students in the cultural learning experience.

Indiana University Racial Incident Team

Indiana University
Office of Student Ethics and Anti-Harassment Programs
705 East 7th Street
Bloomington, IN 47408-3809

Phone: (812) 855-4463
Fax: (812) 855-4465

Contact Persons:

Pamela Freeman
Same address/phone above

Bill Shipton
Same address/phone above

Under the auspices of the Dean of Students, the Racial Incident Team (RIT) began in 1988 to provide a central location for reporting racial incidents. The scope of the team later expanded to include national origin and religion. The team also does outreach activities such as panel discussions, workshops, and sensitivity training.

The RIT consists of ten individuals including staff, faculty, and students who meet weekly to discuss reported incidents. The team provides the victim with available options and then lets the victim decide which option to pursue. Students are encouraged to report incidents that appear to be a hate crime to law enforcement, but that decision too, is left up to the victim.

Without revealing the people involved, the RIT maintains a tally and provides annual reports and quarterly summaries. The team is separate from the campus judicial system, but works together when needed.

There is also a Gay, Lesbian, Bi-Sexual anti-harassment team that began in 1990. Bill Shipton, above, is also the contact person for this activity.

Indiana Center for Intercultural Communication

IUPUI Campus
620 Union Drive, UN407
Indianapolis, IN 46202

Phone: (317) 274-2555
Fax: (317) 274-5616
E-mail: icic@iupui.edu
Website:www.iupui.edu/~icic

Contact Persons:

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Same address/phone above
E-mail: uconnor@iupui.edu

Dr. Mary Theresa Seig
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E-mail: mseig@iupui.edu

Intercultural Training and Workplace English

The Indiana Center for Intercultural Communication (ICIC) specializes in designing site- and situation-specific intercultural and workplace-language training programs.

The goals of the intercultural programs designed and offered by ICIC are to make participants more effective in cross-cultural and multicultural situations. Development of these skills enables participants to be aware of and appreciate their own culture and its communicative styles and the new culture to which they are trying to adapt .

Each workplace-language training program is designed from a needs analysis, including questionnaires, interviews, and observations. Language course participants learn language specific terms and structures which enable them to interact and communicate more effectively in their work situations. In addition, they are introduced to the goals of communication in various workforce settings so that they can improve their effectiveness in those settings.

Government grant programs are available to employers who offer these classes. Currently various grants are being offered by the Indiana Department of Commerce and the Indiana Department of Workforce Development.

English for Specific Purposes Institute

Companies are searching for ways to integrate the immigrant population into the mainstream workforce, which often means aiding workers in their cultural and language adaptation. There is a demand for individuals with credentials to train limited English-speaking workers. The English for Specific Purposes Institute (ESPI) is designed to provide the skills and knowledge base needed for individuals to set up a basic English for Specific Purposes (ESP) language training program in the workplace.

Each summer the ICIC offers an intensive two week training course to provide a basis for ESP learning. Seminars are conducted by experts who deal with English issues in the workplace and come from business, academic, and research backgrounds. Those who take the course can earn up to 7 graduate credit hours for two courses: *Issues in ESP* and *Materials Development*. Both classes include instruction on needs analysis, syllabus and course design, materials development, program implementation, and evaluation. These classes also count toward a 21-credit hour certificate in teaching ESP.

International House

440 Winona Drive
Warthin Apartments #206
Indianapolis, IN 46202-5187

Phone: (317) 274-5024
Fax: (317) 278-1861

Contact Person:
Jill Underhill, Director
Same address/phone above
E-mail: junderhi@iupui.edu

Culture Hour

Meeting every Friday from 4:30-6:30 P.M. during the spring and fall semesters, the Culture Hour gives international students an opportunity to share their culture with others.

Typically, the agenda consists of a student giving a 20-30 minute presentation about their country, followed by a question and discussion period. The reminder of the time is spend socializing and sampling ethnic foods from the featured country. Often times, traditional costumes, decorations, and music are also included. Audience size ranges from 30-40 people including students, faculty, staff, and friends from the community.

The Student Activity Fee funds the program and the Student Activities Office assists in posting flyers about campus to advertise the event. Advertising is also placed in the campus newspaper.

Topics presented often include the military, educational, social, family, and criminal justice systems, political issues, religions, traditions, food, life styles, history, economy, agriculture, employment, and sports.

Multicultural Student Programs & Services
Campus Ministry

Multicultural Student Programs & Services
210 La Fortune
Notre Dame, IN 46556-5635
Phone: (219) 631-6841
Fax: (219) 631-3162

Campus Ministry
112 Badin Hall
Notre Dame, IN 46556-5660
Phone: (219) 631-5242

Contact Persons:

Iris Outlaw
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Priscilla Wong
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Learning to Talk about Race

In response to some racial and ethnic conflicts on campus, a group of faculty and administrators met to plan a "cultural plunge" called Learning to Talk about Race. Each year in January and February, the Multicultural Student Programs & Services and the Campus Ministry hosts two 24-hour retreats, which begin on Friday evening and end on Saturday evening. A group of twenty students, usually sophomores, are recommended by faculty, rectors, administrators, and former participants. The group consists of two male and two female participants from each of five race/ethnic groups: Asian-American, African-American, Latino-American, Native-American, and European-American. Team coordinators are former student participants who work with the steering committee.

A week prior to the retreat, a pizza-dinner orientation session is scheduled. At this time, participants are informed of retreat weekend logistics and then play a cultural assimilation game to start their journey of interpersonal, intercultural, and interracial discovery.

During the retreat, students:

- Watch "Colors of Fear" video
- Engage in group discussions
- Share a "show and tell" item that will help others understand each participants' heritage, family, or unique experience
- Socialize during free time at the end of Friday night's activities
- Participate in games that promote understanding and appreciation of racial/ethnic differences
- Perform skits to utilize newly learned skills for promoting change
- Plan strategies for promoting change
- Receive at the closing service a retreat video, diversity pin, and a Learning to Talk about Race t-shirt

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Following the retreat experience, students possess skills to confront racial and ethnic injustices both on and off campus. These students volunteer to participate in other diversity initiatives, serve on panels, coordinate events in their residence halls, serve as team coordinators for future retreats, and take diversity initiatives to their places of employment.

Retreat members have been asked to do presentations for the South Bend Community School Diversity Conference and to conduct similar retreats for students at St. Joseph High School. Due to the retreat's success, other colleges and universities have adopted the program.

Dr. Martin Luther King, Jr. Celebration

Each year the University of Notre Dame's Martin Luther King, Jr. Celebration helps the community to focus on the social injustices in America and to find ways to correct these injustices. The original Celebrations focused only on African-American issues, but is now inclusive of all peoples who are oppressed.

The program consists of a prayer service, a keynote speaker, and an activity co-sponsored by Student Government. In 2000 the activity was a panel of students from different backgrounds who told stories about how their awareness of diversity had evolved and shaped who he or she is today. Food from around the world was also served.

In remembrance of Dr. King's famous "I Have A Dream" speech, students were invited to participate in a speech writing contest of 250-500 words about an experience in which they had seen the dream of Dr. King become a reality. The winner delivered his/her speech at the Blak Koffee House and won a trip to the Civil Rights Seminar in Atlanta.

Both the Learning to Talk about Race retreats and the Dr. Martin Luther King, Jr. Celebration are funded by Student Affairs.

Diversity Resource Office

1111 American Railway Building
West Lafayette, IN 47907

Phone: (765) 494-7307
Fax: (765) 496-1295

Contact Person:
Dorothy M. Simpson-Taylor, Ph.D.
Same address/phone above

Seeking to impact staff, students, faculty, and administration, the Diversity Resource Office initiates, collaborates, and consults with the Purdue University community to build bridges and reduce barriers. Some of the projects include:
Barriers to Bridges- This diversity climate study identifies challenges and opportunities for building community at the West Lafayette campus.

Celebrating Diversity Workshops- Since 1995 volunteer faculty, staff, and students have conducted "Celebrating Diversity" workshops offered to all members of the University and Greater Lafayette community. Facilitators lead participants through self-exploration to valuing diversity via experimental exercises and discussion. The workshop, which is free of charge, is 3 or 6 hours in length, although a 1-hour mini-workshop can also be requested.

Purdue/Indiana University Initiative- All campuses have begun a three-year diversity and equity collaborative institutional transformation initiative designed by administrators, faculty, and staff. Each campus will build upon Best Practices and develop additional opportunities to graduate students who are expert in their disciplines as well as having curricular and co-curricular experiences which prepare them to work and live in a pluralistic global society.

Diversity at Purdue- A 50-minute videotape and interactive lesson module has been developed to increase awareness of diversity for students new to Purdue University. The module seeks to:
- Introduce diversity concepts
- Raise awareness that everyone belongs to many groups
- Inform students of diversity opportunities at Purdue University
- Raise awareness about barriers to diversity
- Encourage the unlearning of stereotypes
- Motivate students to "reach out" to people who are different from themselves

Diversity Skits- A series of skits are performed to promote discussion about stereotyping, prejudice, and discrimination followed by group discussion. Emphasis is placed on informal learning, relaxing and laughing, and building empathy between groups.

Multicultural Awareness: A Measure of Progress- Instruments have been designed to assess the impact of ongoing diversity programs. Similar to the 5 CORE items on teaching evaluation forms,

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a subset of all measurement instruments has been standardized to allow for comparative analysis across different programs with a multicultural objective (e.g., their relative effectiveness at changing long-term beliefs and attitudes; their relative cost-effectiveness, etc.).

Multicultural Awareness Certification Program- This program is being developed so that individuals can enroll in voluntary study opportunities to increase their multiculturalism awareness. Units can be earned toward various levels of Multicultural Awareness certification. Examples of study options include participating in a prejudice reduction workshop and becoming involved in a mentoring program.

Kitchen Table- This is a multi-ethnic and multi-racial student organization with goals to promote diversity and create a positive campus environment. Since its organization in 1999, students have presented more than twenty dialogues, hosted a multicultural spring celebration, and served as peer advocates of diversity issues.

MARC/AIM- Offered by Purdue faculty, this is eight weeks of intensive, "hands-on" research in multiple fields for undergraduate students who belong to underrepresented minority groups and who are considering graduate study. Students are offered transportation and a substantive stipend.

Engineering Diversity Training- Since 1998 the Purdue University Schools of Engineering have offered "Diversity Forums" to effect a positive change in climate for minority and women engineering students and faculty. Two forums are offered in the series focusing on race and gender.

Multicultural Center

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Evansville, IN 47712

Fax: (812) 465-7021

Contact Persons:

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Emily Winters-Brown
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E-mail: ewinters@usi.edu

The Multicultural Center strives to build a campus culture which promotes unity and membership in the community, celebrates diversity, and ensures participation in campus leadership and government. Activity and event highlights include:

Calendar and Newsletter- Both are published six times during the academic year. The calendar lists dates of multicultural activities and events for the Multicultural Center, student clubs and organizations, university departments, and campus-wide programs. *The Multicultural Connection* newsletter raises awareness of multiculturalism and also serves as a vehicle of communication for under-represented students.

Resource Library- The library maintains a collection of diversity publications. It serves as a resource for classroom projects and for students who have a desire to pursue intercultural studies.

Diversity Workshops- Diversity trainers conduct workshops and various campus-based programs. The workshops help strengthen and enhance diversity awareness within the University community of differences related to race, gender, religion, nationality, age, sexual orientation, beliefs, and lifestyles. The workshops also explore additional ways to help the University welcome and appreciate diversity.

Recognition and Awards Banquet- The annual Recognition and Awards Banquet honors the achievements, accomplishments, and academic successes of African-American and other under-represented students, faculty, and administrative staff.

EXCEL Mentoring Program- This program provides opportunities which contribute to under-represented students' growth, development, retention, and graduation.

Other Activities & Events-

. Orientation programs
. Open Houses
. Dr. Martin Luther King, Jr. Celebration
. Black History Month
. Hispanic Month
. National Women's History Month
. Social Activities
. Lecture Series
. Conferences and Fieldtrips
. Study Circles
. Performing Arts Productions

Office of Multicultural Programs

Valparaiso University
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Valparaiso, IN 46383

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Website: www.valpo.edu

Contact Persons:

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Sharon Rocchio
Same address above
Phone: (219) 464-5114 Fax: (219) 464-5381
E-mail: sharon.rocchio@valpo.edu

The Office of Multicultural Programs (OMP) develops, plans, and coordinates a variety of programs to promote cross-cultural and inter-cultural communication, racial reconciliation, multicultural education, and cultural awareness and understanding of diverse cultures. Programs that promote the goals of OMP include:

Faces of America: Voices of Valpo- To promote awareness and understanding of diversity issues, this program is presented by VU students. The program includes rap, poetry, monologues, dance, music, and comedy to make points about "isms," stereotypes, and prejudice. The script also incorporates news items on hate crimes, violence, and other atrocities that have occurred on campuses and in communities across the country. A question and answer session follows the presentation to provide the audience an opportunity to address issues and concerns they may have.

Study Circle on Race Relations- A core group of faculty and staff came together to see what they could do to improve race relations on campus and in the community. They met for seven weeks to discuss individual and collaborative strategies. From this, a course was developed entitled "Study Circle on Race Relations." The course offers four sections of seven weeks each for students to explore their differences, establish common ground, and engage in an action plan. Readings are drawn from *Facing the Challenge of Racism and Race Relations*, a guide produced by the Study Circles Resource Center. The last two sessions are devoted to written and oral presentations where participants reflect on their study circle experiences. The final project is to submit an action plan that will improve race relations and combat racism on campus and/or in the community. Examples of action plans include:

- Becoming trained to be a facilitator and form other study circles
- Offering diversity training to local department stores to improve customer service to people of color. There have been numerous complaints from African-American students that they have encountered a hostile climate when visiting some stores in the community.
- Initiating collaborative endeavors between minority campus organizations, majority campus organizations, and community organizations in planning social and/or cultural events.
- Revising summer camp curriculums for elementary students to include topics on diversity issues. One of the students teaches at a Lutheran Summer Camp and plans to revise the curriculum to include units on racism, prejudice, and diversity and to coordinate an interactive day once a week with another camp that has a more diverse population.

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- Participating in the community group, "Citizens to Promote Respect," a group recently convened by the Mayor to address recent hate crimes targeted at people of color and members of the Jewish community. The group has indicated an interest in starting study circles; VU facilitators would provide guidance and support to start and continue study circle discussions in the community.

Martin Luther King, Jr. Day Celebration- Each year, the MLK Day Planning Committee organizes two days of celebration. The first is the Sunday Evening Gospel Extravaganza where choirs from surrounding communities are invited to participate. On Monday, various focus sessions address topics such as racism, racial reconciliation, MLK's message, and other issues about race, ethnicity, and culture. This past year, VU invited a predominately Black congregation from Chicago to participate in the celebration This led to an on-going relationship, particularly as a recruitment tool to increase the number of African-American students on campus. It is hoped that similar relationships will be developed with other minority groups, churches, and organizations.

Hispanic Education and Events- Guest speakers, films, and musical events are provided to highlight the Latino culture and address Latino issues. Information about scholarships for Hispanic students is published in the OMP newsletter, *MOSAIC*. Students are also encouraged to attend various Hispanic conferences and career events in the Valparaiso-Chicago area. In April there is an Hispanic Family Weekend with a luncheon and activities. Cinco de Mayo is celebrated in May and Hispanic Heritage Month is celebrated in September.

Black History Month- In February there is a soul food dinner open to the community, guest speakers, a Film Fest on issues affecting African-Americans, an Honoring Black Writers program, musical entertainment, exhibits, and other cultural celebrations.

Multicultural Film Series- A variety of films address controversial issues on race, ethnicity, and culture. Selected films are intended to encourage discussion, dialogue, and debate.

Identity & Culture Series- This series brings lecturers to VU to address issues on identity and culture. Guests have included such speakers as Jackie Bird, a Native-American artist, who combines contemporary and traditional songs and dance to educate people about her culture; Selean Homes, Curator for the National Underground Railroad Freedom Center, who discussed the courage and cooperation necessary to abolish slavery and the legacy of slavery's effect on race relations and racism today; and Pat Conteras from Mexico, who talked about the family structure of the Latino culture and the barriers of "machismo" thinking on the family structure.

Exhibits on Culture & History- Various exhibits from the Indiana Humanities Council and other sources are brought to campus to promote cultural awareness and highlight the historical contributions to Indiana of various race and ethnic groups.

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Martin Luther King, Jr. Cultural Center- The MLK Center offers a Multicultural Resource Library of videos, minority journals and magazines, CDs, and books. The Center has a fully-equipped kitchen and computer center and is available for meetings or retreats. It also houses the "Wall of Respect," commemorating notable people who have made contributions to improving human relations.

Divided Sisters: Bridging the Gap- This discussion group serves as a forum for dialogue on race, ethnicity, religion, and gender issues while also looking at ways to "bridge the gap" between and among women from diverse racial, cultural, and ethnic backgrounds. (Men are also welcome to attend.)

Conferences & Fieldtrips- Students are given the opportunity to participate in such conferences as:

- Hispanic Leadership Conference
- Women's History Month Conference
- African-American Leadership Conference
- National Conference on Race & Ethnicity
- Annual Hispanic Coordinating Council Conference
- Annual Gwendolyn Brooks Writers' Conference

Field trips are offered to students at minimal or no costs as an opportunity to experience cultural programs from surrounding cities. For example, field trips have been provided to the:

- Pow Wow in South Bend
- Black Ensemble Theatre's "Live at Harlem Square"
- Dance Africa performance in Chicago
- Annual Latino "Pachanga" at IU North

Newsletter- The OMP publishes MOSAIC, a semi annual newsletter. *See Valparaiso University Multicultural Newsletter in the Supplemental Materials Appendix.*

Training & Staff Development- The OMP and other VU faculty and staff are available to provide diversity training, presentations, and workshops to meet the individual needs of organizations and schools. These are designed to increase understanding and awareness of the importance of teaching and incorporating cultural diversity in every day life.

Community Unity

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In August of 1999, the Ku Klux Klan announced its intentions to hold a rally in Corydon, Indiana. Concerned citizens met to develop a plan that would unite the community in a spirit of peaceful conflict resolution. The group came to call itself Community Unity and established a mission "to promote unity in diversity by encouraging understanding between people who are different from one another."

In preparation for the Klan's arrival, Community Unity began by using the Southern Poverty Law Center's *Ten Ways to Fight Hate* resource guide *(See summary of "Ten Ways to Fight Hate" in the Supplemental Materials Appendix).* From a suggestion in the resource guide, a resolution was signed by 2,700 residents from Corydon and the surrounding area. Contributions of $4700 were used to publish the five pages of signatures in *The Corydon Democrat* who gave a 50 percent discount for the advertising space *(See "Corydon Resolution" in the Supplemental Materials Appendix).*

Community Unity also distributed plaid diversity ribbons to be worn in support of the resolution. The ribbon was chosen because it included the colors white, black, yellow, red, and green (for nature) to show the connectedness of all people with each other and with the world. The group cooperated with law enforcement guidelines, discouraged direct confrontation, suggested alternative community activities the day of the rally, and made plans to protect vulnerable individuals and locations during and after the rally.

Orville Powell's class from the School of Public and Environmental Affairs at Indiana University used Community Unity's experiences to develop a 46-page booklet of guidelines for other communities who are faced with the Klan coming to town *(See portions of this booklet, "Ku Klux Klan Rally in Corydon, Indiana," in the Supplemental Materials Appendix).*

When the rally was over, Community Unity met and voted to stay together to work toward the continuation of promoting unity. Initiatives that have grown from this shared commitment include:

- Reviewing of published material promoting understanding
- Working with area schools to help promote diversity education
- Sponsoring the Study Circles discussion program
- Developing and maintaining a community diversity library
- Sponsoring a multi-cultural music evening at a local coffee house
- Organizing a community-wide Diversity Fair

Peace in the Park

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On Saturday, July 24, 1999 Marion, Indiana closed its downtown as a security measure against the KKK Rally to be held there that day. The Klan was coming to town in protest of Marion's election of Indiana's first Black sheriff, Otis Archey.

To demonstrate moral opposition to racism and to give the community a peaceful, positive alternative to the Klan Rally, a Peace in the Park benefit concert was promoted by the Marion Chapter of Artists, Against Racism and organized by Marion downtown business owner, Trace Poulson. The concert was held at Matter Park on the day of the Rally.

In addition to music provided by area bands, there were also speakers from Amnesty International and the Anti-Defamation League, the Smile Seekers Clown Ministry, and food vendors. An estimated 100 people attended the Klan Rally and some 300 people attended the Peace in the Park event.

Artist Against Racism (AAR) is an educational, nonprofit organization where renowned musicians, actors, and writers lend their names and voices to speak out and serve as role models to youth. AAR's mission is to combat the racial and religious prejudice that youth often learn from their peers, parents, society, and racist music and websites. To find out more about AAR, visit their website at www.vrx.net/aar.

Dialogue Today

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Dialogue Today is a group of 50 Black and 50 Jewish women dedicated to their common concerns for the dignity and rights of all people and to their common goal to seek freedom through understanding. As members move away or move on to other community commitments, new members are invited into the group.

The organization was founded by three women in 1984 in response to an inflammatory anti-semitic speech in Indianapolis. Meeting six times a year, the members get to know one another through pitch-in dinners, book discussions, small group dialogues on current issues, larger group dialogues with featured speakers, retreats, visiting each others' churches and synagogues, and by going to the movies together to see the world through each others' eyes. When they saw *Schlinder's List*, the Black women tried to comprehend the Holocaust; when they saw *Beloved*, the Jewish women tried to fathom slavery. Events like these help the women to realize that they have more to bring them together than to keep them apart.

Being part of Dialogue Today isn't always easy according to two of the women who have been with the group since it began, Gladys Nisenbaum, retired social worker and community volunteer, and Rubie Crockett, principal at Indianapolis Public School 44. The women have all agreed that it's okay to disagree, but Gladys and Rubie both remember intense discussions about ethnic stereotypes and controversial events and issues. Each recalls how hard it was at first to share honestly. "The most important thing is to be together and interact. That's when the trust happens," Nisenbaum said. Crockett added, "That's when friendships and freedom happen."

Mayor's Summit on Race Relations

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Indianapolis' Mayor Bart Peterson convened a day-long race relations summit on January 29, 2000 at IUPUI's University Conference Center. When discussing the Summit's purpose, Mayor Peterson said, "Positive understanding among people of different races, cultures, and religions is one of the cornerstones of a progressive and productive city. It enables us to live together in harmony and good will by insuring that all people are treated with the dignity and the respect they deserve. But to create this positive understanding, we have to open up to each other. We have to create dialogues about these issues."

The Summit was standing room only with over 900 men, women, and young people in attendance, representing political, civic, business, and religious leaders; and African-, Latino-, European-, and Asia-Americans. "I was blown away by the response and attendance," said CEO of Marks Companies, Benton Marks, one of the Summit's four co-chairs. Other co-chairs were State Representative William Crawford; Pastor of the Second Presbyterian Church, Dr. William Enright; and Wishard Hospital Community Relations Liaison, Aida McCammon. According to Amos Brown III, correspondent for the *Recorder*, "It was the largest gathering to discuss diversity and race relations in Indianapolis in decades and perhaps ever."

The program consisted of three keynote addresses and fourteen breakout sessions. Ten of the sessions were aimed at adult audiences:

. Hate Crimes and Hate Crimes Legislation
. Diversity in the Media
. Police and Community Relations
. Diversity in the Workplace
. Examining Race Relations through Faith-Based Institutions
. Fair, Safe, and Affordable Housing
. Marketing Diversity in the Indianapolis Business community
. Race Relations in Neighborhoods
. Racially Motivated Crimes: Developing a Plan for Avoidance and Response
. Diversity Dialogue: Talking about Race, Culture, and Religion

Four of the sessions were aimed at youth audiences:

. Millennium Culture: Music, Fashion, and Language
. Being Diverse, Not Different: Building Self-Esteem

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- Communication in Schools
- Citizenship through Sports

Visiting all fourteen sessions, Mayor Peterson plans to take information gathered at the Summit to develop a strategy for improving race relations in Indianapolis.

The Summit was paid for by the private sponsorships of the law firm of Baker and Daniels, Butler University's Center for Citizenship and Community, Indianapolis Power and Light, Region 3 of the United Auto Workers, and University Place Conference Center.

"Everyone attending checked their egos at the door and unlike past dialogues on race in this city, came together to share, listen, and learn. It was a breath of fresh air. Easter in January," said Amos Brown, Director of Strategic Research for Hoosier Radio and TV.

In June of 2000, the Mayor's Summit on Race Relations received a national Best Practice Award from the Department of Housing and Urban Development (HUD). To be considered for a HUD Best Practice award, the activity must be replicable in other areas of the country, region, or local jurisdiction and generate a significant and demonstrable positive impact on participants.

Community Unity
Educational Resource Committee

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The Community Unity Educational Resource Committee publishes *The Community Unity Newsletter* distributed bi-monthly to all 525 Harrison County teachers, counselors, media specialists, principals, and superintendents. Beginning with the November 2000 newsletter, it will also be distributed to all Crawford County educators.

The purpose of the newsletter is to inform the educational community of the on-going work and activities of Community Unity *(See Community Unity, page 240 in Indiana's Best Practices Update 2000)*, to disseminate information on diversity educational resources available for school and classroom use, and to help raise and maintain educators' conscious level of diversity issues.

Funding for this project comes from the Community Unity budget, which for the year 2000 was obtained through private monetary and in-kind donations. For the year 2001, grant money is available from the Harrison County Foundation with $1500 designated to help fund the Educational Resource Committee and will also continue to be funded through private and business monetary and in-kind donations.

African-American Landmarks Committee

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The Historic Landmarks Foundation established the African-American Landmarks Committee (AALC) in 1992. The committee is dedicated to protecting and restoring historic African-American sites and educating the public about how preservation enhances and revitalizes neighborhoods, towns, and rural areas.

Currently, the AALC has information on over 200 historic African-American locations throughout Indiana. Once historic properties have been identified, publications, exhibits, public meetings, and school curricula (*See "Bartholomew County African-American School Curriculum" in Supplemental Materials Appendix*) are used to communicate the importance of preserving these sites.

To prevent further losses and to promote restoration, AALC and the Historic Landmarks Association offer technical assistance to owners of significant African American properties in jeopardy or in initial stages of redevelopment. Assistance ranges from architectural consultation to fund-raising advice.

Administered by the AALC, the African American Heritage Fund provides grants of $500-$2000. These grants assist civic organizations, schools, libraries, historical societies, and other not-for-profit organizations to fund programs, studies, and organizational development initiatives.

Primary funding comes from the Historic Landmarks Foundation, with past and present assistance from the Efroymson Fund, Indiana Historical Society, Indiana Department of Commerce, and Cummins Engine Foundation.

HISTORIC
LANDMARKS
FOUNDATION OF
INDIANA

Barnes & Noble Booksellers

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Close The Book On Hate

To help break the cyle of intolerance, Barnes & Noble Booksellers (B&N) and the Anti-Defamation League (ADL) have joined forces to organize a national campaign entitled Close The Book On Hate. The collaborative effort provides children and their parents, caregivers, teachers, and civic leaders with tools, resources, and programs to help eliminate prejudice and discrimination.

At the heart of the campaign is the ADL's new book, *Hate Hurts: How Children Learn and Unlearn Prejudice.* Available at bookstores nationwide, this publication is offered as a handbook to confront and conquer bias and to encourage an appreciation for differences.

In September 2000, B&N stores dedicated a special display area for works of fiction, non-fiction, photography, and poetry that emphasizes the importance of valuing diversity. In November these materials became a permanent section in stores. A brochure has also been produced that features 101 Ways to Combat Prejudice *(See Barnes & Noble and the Anti-Defamation League's "101 Ways to Combat Prejudice" in Supplemental Materials Appendix).*

During this campaign, B&N stores throughout the country hosted special in-store programs. Locally, Indianapolis stores offered the following events:

- Making a Difference Storytime- Readings from selected children's stories and clips from popular PBS programs featuring well-known characters were used to teach the importance of respecting differences and getting along with others.
- Civic Leader Night- Local civic leaders spoke about the work they are doing in their communities to tackle the issues of prejudice and intolerance and to increase understanding and respect for diversity.
- Youth Speak Out- A panel of local youth shared prose, poetry, and thoughts about their personal experiences, frustrations, and triumphs over prejudice.
- Storytime for all Ages- Myths, folk tales, and contemporary stories were told to show the importance of understanding and celebrating diversity.

For more information about the Close The Book On Hate campaign, go to www.adl.org/ctboh. From there, click on the B&N link to access additional reading materials related to this subject.

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Multicultural Center

The Forest Manor Middle School's Multicultural Center provides students with a hands-on opportunity to explore the culinary, artistic, and literary diversity of their community and their world. Social studies teacher, Carol Weeden, started the concept in a corner of her classroom. During the 1998-99 school year, the Center was able to expand to a rarely used teachers' preparation room. By the following year, and with the help of Brenda Caudle, Nancy Mueller, and Tim Williams, the space was expanded to three rooms.

The main room has areas devoted to several ethnicities including, but not limited to, Asians, Native-Americans, Latinos, and Europeans. Exhibit items are either borrowed from the Children's Museum or donated/lent by teachers. The second room is titled the "Out of Africa" room with textiles, musical instruments, masks, and other items on display. One of the more unique artifacts is an official ballot from the 1994 election in South Africa that allowed Nelson Mandela to become the country's first black president since the end of Apartheid. The third room has been designated a Teachers' Resource room, containing lesson plans, music disks, and books that are appropriate for classroom use.

Ms. Weeden has also formed an after-school Multicultural Club of some 30 students who meet every Thursday to study the German and Dutch languages. Other Center activities include school-wide programs, a multicultural fair, field trips, and participation in other area multicultural activities.

The Center received an Educational Excellence Award in Multicultural Education during the 1999 Multicultural Infusion Conference.

Metropolitan School District Of Warren Township

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Respecting Diversity Training

The Metropolitan School District of Warren Township (MSDWT) is committed to serving the community by preparing all learners to become responsible and productive members of a multi-cultural and diverse society through excellence in education and a cooperative community effort. While work to increase diversity awareness has been in progress for the past five years, a commitment to diversity became one of the School Board's specific goals for the 1999-2000 school year.

To embrace and celebrate the differences that make each person unique according to culture, ethnicity, gender, social economics, religion, and physical and mental abilities, four different diversity workshops are provided for school board members, parents, administrators, teachers, secretaries, custodians, bus drivers, and cafeteria workers. By August of 1999, over 400 employees had attended these workshops.

Each school sends representatives to these sessions, and participation is taken into consideration on each school's annual report card evaluation. It is hoped that the workshops will increase diversity and multicultural concepts and activities and promote social change in order to develop more positive learning experiences.

Individual schools have demonstrated their proficiencies through various activities such as Creston Middle School's Annual Cultural Fair and Warren Central High School's student diversity awareness sessions. A "Visual Diversity Collection" of famous artwork is also located in the high school.

The District has demonstrated a history of hosting and supporting diversity programs. Dr. Naim Akbar, Dr. Wade Nobles, Dr. Don Cooney, Dr. Jerry Conwrath, Dr. Thomas G. Benjamin, Gray Howard, and the Tuskeegee Airmen are a few nationally known speakers who have presented programs . The WSDWT also partners with Ameritech-Master Scholars Lecture Series. Through this partnership, students and staff have enjoyed prominent speakers such as Dr. Cornell West, Alvin Poussaint, Martin Luther King III, Kweisi Mfume, Mae C. Jemison, Randall Robinson, and Julian Bond.

Warren Township schools will continue to demonstrate a genuine commitment to excellence through academic achievement, parent and community involvement, and a high level of passion, sensitivity, and awareness to diversity issues.

Hanna Community Center

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The Hanna Community Council, Inc. is a non-profit, multi-service agency which preserves the traditions of Lafayette's black community and provides programs and services for other diverse populations in the Hanna community and Tippecanoe County. Programs and services are designed to enhance personal, neighborhood, and community resources and include education, health, recreation, and other charitable purposes which improve the quality of life.

Some of the programs include:

Youth Programs are designed to develop positive life skills. These programs provide tutors, special activities, teen groups, and mentors. The Mentors Program was started because of the lack of diversity programs for minority youths. Youth, ages 9-15, are matched with Purdue students of similar cultural backgrounds. Through interaction with success-oriented role models, youth are encouraged to envision positive outcomes for their lives.

Cultural Diversity Programs are designed to promote positive interpersonal relationships and a recognition and appreciation of various local cultures. The programs offer diversity training, focus groups, and basic Spanish classes. The Spanish classes are designed for those who work in human services. Participants learn to speak, write, and understand basic Spanish conversational words, phrases, and sentences. The six-week course meets twice a week for 90 minutes. Class size is limited to 35 people and the cost is $75.

Living Assistance Programs help homebound elderly and disabled citizens to maintain their independence and prevent premature institutionalization. Some of the activities include a morning coffee hour, exercise classes, craft workshops, social outings, and guest speakers who address issues of concern for elderly and disabled populations.

Cultural Diversity Awareness Project

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The Michigan City Area Schools Corporation (MCAS) is committed to meeting the educational needs of its diverse school community. A multi-faceted diversity awareness project has been developed and implemented over the last five years. The program focuses on the role of culture and its impact on individual perspectives, beliefs, and actions. The project consists of five components:

1) A nine-day training session, taught by the Illinois Resource Center, was attended by 10 MCAS teachers in order to learn how to be facilitators.
2) Designed to accommodate between 25-30 participants, trained facilitators offer a two-day Level I Awareness workshop to all school system employees and to community members on a space available basis.
3) Level I workshops are also offered to interested community organizations and groups who pay a nominal fee to cover the cost of supplies and materials. Recently one such workshop was offered to all Michigan City officials. The workshop was attended by 21 people including officials from the police, fire, planning, engineering, and park departments, the Port Authority, Human Rights Commission, and Michigan City Area Schools. Over 300 adults have participated in Level I workshops.
4) Trained facilitators offer a Level II workshop that targets curriculum and instruction. This workshop is open to participants who have completed the Level I workshop.
5) Selected students in grades 8-12 are trained to be both facilitators and peer mediators. Currently there are 15 student facilitators who, under the supervision of school counselors, present three awareness lessons to grades K-7.

One of the goals of the project is to bridge communication gaps between teachers and students. Sue Downs, director of the A.K. Smith Area Career Center, told of a student who had just arrived from Asia. Every day the student would go without eating lunch, until finally Downs happened to have a conversation with Asian adults in the Adult Basic Education class, and realized that the student was not eating because she didn't know how to use silverware. As Downs explained, "It wasn't that teachers didn't care, they just didn't understand the cultural differences."

Participant workshop evaluations have been exceptionally positive as the MCAS Cultural Diversity Awareness Project continues to seek opportunities to increase academic achievement through an understanding and appreciation of its diverse community.

Rays of Hope

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Until recently Wawasee had been an almost entirely white community. The 1990 census reported a 2 percent minority population, but it is predicted that the new census will show about an 8 percent, mostly Hispanic minority, with some nearby towns reporting Hispanic populations up to 25 percent. As with most communities experiencing a sudden minority influx, the growing pains have sometimes been difficult.

In 1996 Hispanic parents discovered that several children with Hispanic surnames were not being allowed to take the ISTEP tests for fear that English as Second Language students would lower the school's average test score.

Viewing this as a step backwards for civil rights and equality for all, Hispanic parents met several times to voice concerns that their children were being treated unfairly. From these discussions, Rays of Hope was formed, an advocacy group for minority students. The group's goal is to ensure that the schools encourage minority students to be successful and productive citizens. Rays of Hope meets the 1st and 3rd Tuesdays of the month and is a non-profit organization which funds itself by donations, volunteers, and fundraising activities.

Says Joe Salazar, President of Rays of Hope, "We hope other Indiana communities will have as positive an impact in their community as we have had in ours. Our success has truly been a combined effort by minority parents and the schools working together to improve racial and ethnic relations. There is a growing awareness in the community because of our involvement in these sensitive issues."

See "Awakenings in Wawasee: An Indiana community responds to hate in its midst" from Teaching Tolerance Magazine in Supplemental Materials Appendix.

Su Casa Columbus

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Originally from Mexico, Juana Watson, Director of Su Casa Columbus, understands firsthand the immigrant hardships of starting a new life in America. After several years of planning, Juana's dream came true when a small church in Columbus helped her to open Su Casa's doors in May of 1999. Within a year's time, some 50 companies and organizations had sponsored work at the center; over 100 private donors provided program funding; over 50 people volunteered their time; and the center was ranked one of the top Hispanic centers in the nation.

Su Casa's mission is to be a cross-cultural bridge between Bartholomew County's Hispanic and non-Hispanic populations, with emphasis on mutual respect, information exchange, education, and recreation. The center serves approximately 1600 clients each month with an estimated 6 -7 new Hispanics arriving in the county each day. Su Casa's services help newly arriving immigrants to obtain self-sufficiency, while helping Columbus' established Hispanic population to overcome those obstacles which arise from time to time.

Su Casa offers the following services:

- Locate a job
- Secure housing
- Enroll children in school
- Make referrals to health care providers
- Provide assistance with transportation, temporary housing, and food
- Establish bank accounts
- Translate drivers' license manuals and tests, job safety manuals, and other documents as needed
- Interpret for medical appointments, legal proceedings, and other occasions as needed
- Assist with vehicle purchases and repair
- Teach English as Second Language classes- These are taught by both a full-time bilingual teacher who was hired with grant funds and by volunteer teachers.
- Teach Spanish classes- These beginning, intermediate, and advanced classes are offered to companies and organizations on both a group and a private tutoring basis.
- Provide cultural awareness programs and events- Two such events have been the Cinco de Mayo Celebration with over 3000 Hispanic and non-Hispanic people in attendance and the Mexican Independence Day Celebration. Both events were sponsored in conjunction with the Columbus Area Arts Council.

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- Sponsor soccer leagues- These leagues are a joint effort between Su Casa and the Columbus Parks and Recreation Department. Over 100 Hispanics play on the leagues, with most players' families coming out to enjoy the event. Recently, several non-Hispanic players have also joined the league.
- Offer a Kids' Club. Realizing that young children are quick to learn a second language, Su Casa offers an English class to young Hispanic children. These classes are combined with fun cultural activities such as field trips to the library and the park. The mothers chaperone these events and are learning English along with their children.

Su Casa also offers the following services to local businesses and organizations:

- Translate manuals and forms
- Interpret for orientation/training classes and other language barrier situations
- Refer clients for jobs
- Teach English and Spanish language classes
- Teach cultural awareness and competency training classes- These classes are offered to team leaders, supervisors, and managers of companies; social services; the court system; and churches. The content includes history, geography, economics, political systems, and the do's and don'ts about Hispanic customs.

LaCasa of Northwest Indiana

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With program sites in East Chicago, Hammond, and Gary, LaCasa of Northwest Indiana serves those Latino residents who experience difficulty in obtaining needed human and educational services because of language and cultural barriers.

LaCasa provides opportunities to achieve full social and economic participation and increases awareness of Latino culture. This is accomplished by offering direct services, advocating for necessary changes, and working to expand knowledge of the needs and potential of Latinos.

Adult Education and Family Learning Center - English as a Second Language (ESL), Adult Basic Education, and Graduate Equivalency Diploma (GED) classes are conducted in partnership with Gary Community School Corporation. Social service counseling, health clinics, Literacy Volunteer training, Citizenship Education Classes, and Advanced ESL classes are also available. A Family Learning Center provides child care for infants and toddlers and tutoring for older children, and the LaCasa computer lab is available to families enrolled in Adult Education classes.

School Intervention Program- This program is for Spanish speaking parents with school age children. It provides parenting skills training and an opportunity for parents to become empowered in the education of their children. Literacy and job skills training are also available.

Social Services- These programs focus on family support and development, including family needs assessments, development of family services plans, and referral to available services. Notary services and translation are provided based upon need and ability to communicate. Resume writing and job interview skills are provided and a job bank is maintained listing job opportunities, with Latino businesses advertising their job vacancies. Bilingual nutrition, diet, and health documents and workshops are available. Community activities and news are mailed monthly, and the Food Pantry, Break Basket, and Clothing Closet programs operate by referral. Education regarding environmental inequities and community empowerment is also addressed.

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Economic Development Services- An Entrepreneurial Training Program is provided for women and minorities to develop an understanding of the process of owning a business. By combining education, counseling, and networking, learners participate in business plan preparation exercises and learning the latest methods for becoming a successful businessperson.

Youth Services- These programs provide opportunities for the LaCasa Youth Council to address issues such as peer pressures, youth violence, drug use, teen pregnancy, and improvement of self esteem. Project Self Respect is a pregnancy prevention education program for ages 14-18. Youth Personal Leadership and High School Preparation instruction is also provided for Council members and their families.

Arts and Cultural Activities- These programs provide an excellent opportunity for all persons to share their heritage through the arts. In partnership with Northern Indiana Arts Association and other organizations, programs are developed to use Latino professional artists as instructors to foster bilingual and bicultural identification between the community and the artists.

One such event is Pachanga, designed to promote cultural awareness by introducing urban Latino youth to the visual and performing arts through seminars, observation, and participation. Pachanga events for 1999 included:

- Art, Literature, Photography, and Film Contests for local high school students
- Art, Literature, Photography Exhibits by local high school students and regional and national artists
- Day-long Conference dedicated to Latino arts
- Latino Studies Lecture Series
- Presentations by nationally known artists to college and high school students and organizations about arts' education
- "Latino Hoosier Hero" Scholarship dinner/dance
- Noche de Celebracion, a blend of Mexican, Puerto Rican, Cuban, and Chicano music, dance, and theater
- Career Day for young people sponsored by the Hispanic Women's Forum of NWI

LACASA OF NWI, INC. LA CASA

LATIN AMERICAN COMMUNITY ALLIANCE FOR SUPPORT AND ASSISTANCE

LaCasa of Goshen, Inc.

202 N. Cottage Ave.
Goshen, IN 46528

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E-mail: lacasagoshen.org

Contact Persons:

Arden Shank
Same address/phone above

Rebecca Gascho
Same address/phone above

LaCasa of Goshen was established some 30 years ago to address the living conditions of Hispanic migrant farm workers and has grown into a full service community development corporation. Elkhart County, one of Indiana's most productive agricultural and industrial counties, has a population of 165,000. According to the 1990 census, the Hispanic population was approximately 5 percent. From 1990 to 1994, the population grew an additional 6 percent, and by 2000 the Hispanic community accounts for 15 percent of the county's population.

Over the years, LaCasa has demonstrated success in creating affordable housing, economic opportunity, partnerships with public and private financial institutions, and cooperation with churches. Programs include:

Immigration Counseling- A bilingual counselor provides immigration services which include assylee and refugee adjustment, family based petitions, adjustment of status, application for citizenship, work authorization, travel documents, and application for legal permanent residency.

Financial Literacy Training- This course is offered in Spanish and in English. Topics include How To Set Financial Goals: Assets, Liabilities, and Net Worth; Making a Financial Plan; How To Save and Invest Money; Banks: Services They Provide and How They Work; How Interest Works and How To Shop for Credit; and Taxes, Insurance, and Retirement.

Home Ownership Training- This course is offered in Spanish and in English. The class teaches the steps toward owning a home. Participants are given the opportunity to meet with bankers, realtors, home inspectors, maintenance experts, budget planners, and credit representatives.

Individual Development Account (IDA) Program- An IDA is designed to assist qualifying individuals to accumulate savings, develop assets, and build personal finance skills. An IDA savings account can be used for one of the following: to assist with higher education or vocational school expenses, to begin or purchase a business, or to purchase a home.

Language Services: Translation services are provided to business, schools, churches, local government offices, and individuals.

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Crisis Management Services- A bilingual counselor works to meet emergency needs which include food, shelter, utilities, medicine, and transportation. The counselor incorporates education and empowerment with the assistance to avoid dependency upon the program and may provide both financial and non-financial assistance. Eligible persons include those who are in one of LaCasa's rental, housing, IDA, or training programs. LaCasa also maintains a fully stocked dry goods food pantry that is open to the broader community.

Additional Programs- LaCasa also provides Housing Development, Tenant Services, and Community Revitalization programs.

LaCasa *of Goshen, Inc.*

Investing in People to Build Community

Marion County Small Claims Court

4455 McCoy Street
Indianapolis, IN 46226

Phone: (317) 543-4008
Fax: (317) 545-1662
Website: www.small-claims-court.com

Contact Persons:

Judge Terry Hursh
Same address/phone above

Diana Williams
Same address/phone above

Website in both English and Spanish

It was not unusual for Judge Terry Hursh to find both English and non-English speaking people in his courtroom who did not understand the small claims court process and/or their legal rights and responsibilities, especially regarding rental housing. To help eliminate much of this confusion, Judge Hursh maintains a website in both English and Spanish. Visited by 3600-4000 people each month, the site contains the following information:

- Criteria for filing a small claim
- Time limits for filing a small claim
- Guidelines for filing a claim in the appropriate small claims court
- Preparation of the claim for trial
- Procedure on the day of the trial
- Failure to appear for the trial
- Guidelines for payment of judgement
- Process for filing an appeal
- Settlement by the parties involved
- Information for landlords and tenants
- Directions to the court
- Procedure for filing an on-line claim

Mayor's Commission on Latino Affairs

2501 City County Building
200 E. Washington Street
Indianapolis, IN 46204

Phone: (317)327-7955
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In February 2000, Indianapolis Mayor Bart Peterson announced the creation of the Mayor's Commission on Latino Affairs (MCLA), a panel that will concentrate on ways to increase Latino involvement in city government and make city services more accessible to all Indianapolis residents. It will also support local efforts to improve race relations and create better understanding between the Latino community and the city as a whole.

The MCLA has been working on a series of projects to serve and help Indianapolis' growing Hispanic population, estimated at between 65,000 and 80,000 individuals. Such projects include:

- Active participation in the Census
- The Mayor's Summit on Race Relations *(See Mayor's Summit on Race Relations, page 243 in Indiana's Best Practices Update 2000)*
- Establishment of a Spanish phone line for the city's police force
- A crime prevention program for the Hispanic community
- Public service announcements in Spanish regarding the use of fire detectors and how to call 911
- A Hispanic coordinator for the police department
- A recruitment campaign for the Fire and Police Departments
- Summer programs by Indy Parks
- Use of AT&T's international line at the Mayor's Action Center
- A televised English as a Second Language program "Crossroads Cafe Indianapolis"

Ricardo Gambetta states, "There are very few places you can go to take an English class, and those classes have four- to-five-month waiting lists." Consequently, there is a real need for "Crossroads Cafe Indianapolis" broadcast on 2 cable stations 3 times each day. The 26-episode series focuses on real-life situations and is designed to teach living skills and the intricacies of American culture. In addition, each half-hour episode is offset at both the beginning and the end by tutorials produced in Indianapolis and constructed to assist viewers in the learning process. Supplementary text materials are available for purchase or may be borrowed from the Indianapolis-Marion County Public Library. This initiative is the first of its kind in the Midwest.

"Crossroads Cafe Indianapolis" is a joint project sponsored by WCTV/Channel 16, the Mayor's Commission on Latino Affairs, Indianapolis Public Schools Division of Adult Education, Indy Reads, the Indianapolis-Marion County Public Library, the Television Cooperative, and Butler University's WTBU-TV.

Una Nacion

107 S. Chestnut Street
Seymour, IN 47274

Phone: (812)522-5521

Dalia Rios, Director
Same address/phone above

Contact Persons:
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Seymour, IN 47274
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E-mail: seycomdev@voyager.net

After learning about the services being provided for Hispanics by Su Casa in Columbus, Indiana, Mayor John Burkhart decided that Seymour needed a similar organization to meet the needs of its growing Hispanic population. It is estimated that of Seymour's population of 25,000, there are between 1000-2000 Hispanics. Community Development Director Martha McIntire reports, "Seymour has lots of factories that are badly in need of workers. We needs these immigrants to supply our work force."

The mayor formed a steering committee, and in April of 2000 Una Nacion, which translates to "One Nation," opened its doors. A 23-year resident of the area, Dalia Rios, was hired as the director. The city donated office space in the downtown community center and area companies who have Hispanic employees, churches, and service groups contributed funding to help Una Nacion meet its initial expenses. While ongoing funding continues to come from donations and the United Way, Rios hopes that someday the center will become self-sufficient.

Initially, the center's hours are Monday, Wednesday, and Saturday from 9:00 a.m. to noon, with the center serving an average of 25-30 people each week. Some of the services provided by Una Nation include translation and interpretation; English as Second Language classes; help with finding jobs, housing, and medical services; and assistance with getting utilities connected, getting insurance, and acquiring marriage and drivers' licenses.

In an effort to bridge the transition from one culture to another, Rios sees education as the best tool for combating misunderstanding. She hopes to soon start a cultural awareness class for both Seymour's Hispanic and non-Hispanic populations.

La Casa de Amistad, Inc.

746 S. Meade Street
South Bend, IN 46619

Phone: (219) 233-2120
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Contact Persons:

Angel Chacon
Community Outreach Coordinator
Same address/phone above

Liliana Silvestry
Executive Director
Same address/phone above

La Casa de Amistad (LCA) empowers members of the Hispanic community by providing them with the necessary tools to succeed in the larger community. A variety of programs are offered both on site and in collaboration with other agencies. The programs are designed to cultivate values, education, self-esteem, leadership, and social responsibility, while maintaining Hispanic cultural identity.

Emergency Programs ease the transition into a new living situation while the underlying causes of crisis are being identified.

- General and summer migrant food pantry
- Clothing assistance
- Case assessment
- Holiday baskets
- Referrals to other agencies
- Emergency financial assistance
- Utilities assistance

Adult Empowerment Programs empower individuals by developing, implementing, and providing educational programs and services that promote long term self-sufficiency.

- English as a Second Language
- Practical Spanish for community leaders
- Intercambios- those who are learning to speak Spanish and those who are learning to speak English are brought together in social settings to practice their conversational skills
- GED in English and Spanish
- Driver's education
- Citizenship classes
- Immigration clinic
- Translations
- Vocational training

Health Programs provide the resources, information, and support to help maintain and improve physical, spiritual, mental, and emotional well-being. LCA partners with other agencies to offer the following programs:

- Hispanic Domestic Violence Task Force
- Michiana Regional Hispanic Aids Coalition

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- Community Health Partnership Health Insurance
- Shriner's Hospital for Children
- Healthy Fathers' Connection
- Indiana Latino Health Caucus
- Parenting classes
- Youth health program
- Hoosier Healthwise (CHIPS- free health insurance program for children)
- Alcoholics Anonymous/ Al-Anon
- Health education and prevention

Youth Programs offer a curriculum of leadership preparation, mentoring, tutoring, life skills, social activities, and cultural awareness.

- After school program
- Youth Advisory Board
- Girl/Boy Scouts
- In-school tutoring at English as a Second Language sites
- Counseling
- Computer training
- Leadership training
- Summer youth program
- Art class
- Baking class

Fair Housing Coalition

Contact Person:

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Anderson Department of Human Relations
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Anderson, IN 46018
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The City of Anderson Fair Housing Coalition is a group of local professional people committed to providing a consistent educational approach to fair housing for all citizens regardless of race, color, disability, religion, sex, familial status, or national origin. The Coalition affirmatively furthers fair housing through a number of community projects which include but are not limited to:

. Providing forums, workshops, and seminars to educate the community about local, state, and federal fair housing laws
. Providing the community with information regarding rental laws, lending information, the complaint process, and access to home ownership opportunities. An emphasis is placed on reaching Anderson's low and moderate income, elderly, and Hispanic populations.
. Providing a repository for fair housing information and referral
. Conducting door-to-door surveys of targeted areas to ascertain whether residents are aware of fair housing laws, how to file an alleged discrimination complaint, and how to access information regarding other aspects of fair housing rights and regulations
. Providing targeted training and updated information to local real estate, banking, insurance, and apartment management professionals

The Coalition consists of representatives from the Department of Human Relations, Anderson Housing Authority, Department of Community and Economic Development, local banks, Anderson Board of Realtors, Madison County Property Owners Association, Consumer Credit Counseling, Indiana Vocational and Technical College, Urban League of Madison County, Minority Health Coalition, township trustees, and apartment managers.

To replicate this program, the Coalition suggests:

. Get the commitment of the Mayor and the City Council
. Send meeting invitations from the Mayor to community leaders in the areas of housing, financing, and insurance
. Provide an opportunity for input into the goals and how the community will profit from the program
. Formally appoint those members of the committee who are committed to the project
. Determine the mission and needs statements
. Plan at least one year's activities in advance
. Contact other people in the community who can be of assistance.

In 2000, the Coalition received a national HUD Best Practice Award for serving as a model for other communities in the country to follow.

Rural Opportunities Inc.

1112 Southeastern Avenue
Indianapolis, IN 46202

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Jim Sieber
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Comprando Casa

Rural Opportunities Inc. designed Comprando Casa as an information and assistance program for Hispanics who want to become first-time home buyers. This program is offered at no cost to participants. Additional service areas are located in the Marion and Frankfort areas.

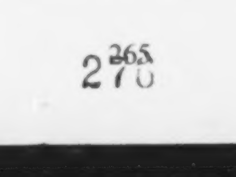
Prospective home buyers first attend an orientation to help them understand the requirements for qualifying for a loan and the amount of their individual mortgage limit. If potential buyers have impediments which prevent them from qualifying for a mortgage, Comprando Casa works with these individuals to help them eliminate those obstacles.

When potential buyers are in a position to obtain a mortgage, they attend classes which inform them of their buyer's rights and help them to make informed decisions about purchasing a home. Classes include:

. Preparing to buy a home
. Shopping for a home
. Obtaining a mortgage
. Preparing for the closing day
. Household budgeting and home maintenance

Those who attend classes obtain a certificate which enables them to participate in special programs with reduced or no down payment and low interest rates. After obtaining the certificate, buyers select a lender who pre-qualifies them for a mortgage. At that time, a real estate agent is selected to assist them in finding a home. Comprando Casa provides a list of lenders and real estate agents who participate in the program.

During the buying process and up to a year after the purchase of a home, Comprando Casa continues to provide counseling and assistance.



Future Choices, Inc.

309 N. High Street
Muncie, IN 47305

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Fax: (765) 741-8333

Contact Persons:

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Leona Coil, On-Site Manager
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Daley Apartments

The Daley Apartments is the first inclusive, affordable, accessible housing complex in the nation, designed and developed with funds raised by a grass-roots group of people with disabilities. The complex is comprised of 37 units on 2.7 acres in the heart of downtown Muncie. Each apartment contains a washer and dryer, central air, garbage disposal, carpet, intercom system, and a view of the White River.

Built by Amish, African-American, Hispanic, and Caucasian subcontractors, the inclusive complex houses residents with hearing, physical, mental, and developmental disabilities; single parent families with either a father or mother; elderly; and persons without disabilities. With one, two, and three bedroom apartments, the rent is affordable, ranging from $245 to $500 per month. Each of the three buildings contain four accessible units on the ground floor for people with physical disabilities.

The idea for the apartments began in 1994 when an acquaintance mentioned to Indiana Civil Rights Commissioner Beth Quarles that he would like to live in Muncie but was unable to find an accessible apartment. Quarles took it upon herself to tour supposedly accessible apartment complexes around the country, only to find that many of these had larger bathrooms as their only accessible feature.

Quarles and five interested individuals took action. They held forums to discuss inclusive, accessible housing. In December 1995, Future Choices, Inc. was founded with a board of directors consisting of five individuals with different disabilities. The mission was to design and raise money to build the first inclusive, affordable, accessible housing complex in the nation. The vision became a reality in November 1999. Over 200 applications were received for the 37 units. Plans are on the drawing board to develop similar units.

Funding was provided by the Indiana Department of Commerce, Indiana Housing Finance Authority, Indiana Governor's Planning Council, Muncie Urban Enterprise Association, Muncie Community Development, Muncie Ball Brothers Foundation, Muncie Community Foundation, Federal Home Loan Bank, Local Initiative Support Corporation, American National Bank, and Alliant.

Quarles states, "I hope that others will follow to help with community-based living for individuals with disabilities. The Daley Apartments is an example that anything is possible with perserverance and vision."

Gandhi-King Society

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Both Dr. Martin Luther King, Jr. and Mohandas Karamchand Gandhi's methods contained spiritual content in the liberation of African-Americans in this country and of Indians in India. To celebrate the achievements of these two leaders and to bring the African-American and Indian-American communities together to work for common goals, the Gandhi-King Society was formally inaugurated on October 2, 1999, the 130th birth anniversary of Gandhi. The Gandhi-King Society will celebrate and participate in festivities for birthdays and other occasions devoted to recognizing the contributions to humanity of these two leaders.

The teachings of Gandhi and King have been applied successfully by Nelson Mandela and Bishop Desmond Tutu in South Africa, by Lech Walesa in Poland, and are currently being used by Aung San Suu Kyi in Myanmar and the Dalai Lama in Tibet to liberate their oppressed people. The Gandhi-King Society believes the forces that Gandhi and King unleashed will undoubtedly be the method of choice to win freedom for oppressed peoples in the 21st Century.

Mr. William Mays, an Indianapolis businessman and community leader, and Mr. Arun Gandhi, Director of the Gandhi Research Institute in Memphis, Tennessee and great-grandson of Mahatma Gandhi, have agreed to be patrons of the Gandhi-King Society. Mr. C. Robin Winston and Dr. Vimal Patel have accepted co-chair positions.

Indian-American Caucus of Indiana

Contact Persons:

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Vidyasagar Tumuluri
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Carmel, IN 46033
Phone: (317) 859-3030 Fax: (317) 859-3092

The Indian-American Caucus of Indiana (IACI) is a non-partisan public affairs organization established to:

- Integrate Indian-Americans within the greater multireligious and multiethnic population
- Increase the general population and opinion makers' awareness of the contributions made by Indian ethnicity, their goals, and their aspirations
- Promote the interest of Indian-Americans in the political processes, both at the state and the national level, to include the status and needs of Indian ethnicity, and to ensure parity

Goals for the year 2000 include:

- Establish a strong and vibrant IACI organization
- Raise awareness to the cause of IACI and increase membership to 150 in the Indianapolis metropolitan area
- Establish at least one additional IACI chapter in Indiana
- Establish linkage with political representatives and increase their awareness of IACI's constituency
- Ensure that IACI hosts at least 3 meetings with political representatives
- Collect statistics of Indian-American political appointees and increase that number by 2
- Seek membership of IACI as a chapter of the Indian-American Forum for Political Education

Law Enforcement Community Relations Coalition

Contact Persons:

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Sam H. Jones, Jr.
President Indianapolis Urban League
850 N. Meridian Street
Indianapolis, IN 46204
Phone: (317) 639-9404 Fax: (317) 684-2183

This Coalition consists of the Indianapolis Police Department (IPD) and the citizens of the five police districts being served. It was formed in 1987 to improve relations between minority constituencies in Indianapolis and the IPD. Members meet on a monthly basis with the county prosecutor to discuss the inordinately high rates of arrests and prosecutions of African-Americans. The Coalition has also consulted on sensitivity trainings for the IPD Academy.

The new Indianapolis Urban League Headquarters will house a diversity training program that will incorporate the gains made in previous initiatives. This program will then be used to assist private businesses and non-profit programs.

The Coalition's programs have improved community relations between IPD and neighborhood alliances. Positive feedback has been received from all those who have been served. By breaking down barriers in communication and understanding, both IPD and the neighborhoods will benefit.

U.S. Attorney's Office

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Indianapolis, IN 46204

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Training for Law Enforcement Officers

Hate crimes present serious challenges to the law enforcement community. Apart from the physical and mental injury from the actual crime, hate crimes can lead to further civil unrest. Hate crimes can occur in any community, whether or not it has an identifiable ethnic, racial, or religious group as part of its population.

In an effort to assist law enforcement in meeting the challenges of dealing with hate crimes, the U.S. Attorney in the sixty counties contained in the Southern District of Indiana coordinated a three-phase training initiative beginning in March 1999. The training consists of extensive instruction on how to recognize, investigate, and report incidents of hate crime. Training topics include:

- History and nature of bias crimes
- Identifying the crime
- Bias crime indicators and offender typology
- Uniform crime reporting requirements
- Legal issues, legislation, and statutes
- Guidelines for an effective response
- Investigative strategies and collection/preservation of evidence
- Victim trauma
- Building community strategies and relationships
- Case study analysis

Training goals include:

- Enhancing officers' ability to identify, respond to, deter, and investigate hate crimes
- Strengthening public confidence in the officers and their departments to handle the problem
- Strengthening the capacity of local, state, and federal prosecutors to successfully prosecute hate crime perpetrators
- Enabling officers to work more effectively within their departments, agencies, and their broader communities to deter and address hate crimes
- Establishing a coordinated effort with federal, local, and state law enforcement to combat hate crimes
- Providing officers with additional tools for assisting victims of hate crimes in the diverse populations residing in their communities

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The first phase of the program consisted of meetings in the district's various cities to acquaint chiefs-of-police, sheriffs, town marshals, prosecutors, and other members of law enforcement with the problem of hate crimes in Indiana and to enlist their assistance in getting local officers trained to combat these crimes. As a result, approximatley 100 law enforcement trainers were selected to be responsible for training their officers.

Trainers then participated in the second phase of the training by attending an all-day session at the Indiana Law Enforcement Academy in Plainfield, Indiana, using the Department of Justice's Model Law Enforcement Hate Crime Training Curricula. The officers then returned to their agencies and conducted phase three of the initiative by training their own departments. Trainers were provided with manuals which included:

- Instructor/student manuals
- Power Point presentation on disk
- Videotapes
- Handouts
- Transparencies
- Training report forms
- A list of other instructors to call for training assistance

The training was well received, and the officers were overwhelmingly in favor of making it available to all levels of law enforcement. This program is available upon request.

Indiana Department of Corrections

Indiana Department of Corrections
Correctional Training Institute
2050 N. Co. Rd. 50 East
New Castle, IN 47362

Phone: (765) 521-0091
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Contact Persons:

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Nancy Riley
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Diversity Programs

The Indiana Department of Corrections requires all its supervisors and new employees to attend diversity training. Trainings are offered on a monthly basis at the Correctional Training Institute in New Castle.

Correctional facility supervisors are required to take a 3 and 1/2 hour session entitled "Prejudice: Shades of Gray." This session focuses on the supervisor's role in understanding prejudice and his/her ability to identify prejudicial behavior and deal with it effectively and appropriately. Specifically, the class helps supervisors to:

- Recognize personal prejudices.
- Identify ways prejudices can negatively impact the correctional environment.
- Identify the consequences of prejudiced acts in the workplace.
- Identify corrective actions to eliminate prejudice in the workplace.

New Employees who will be working in adult correctional facilities attend a 2 and 1/2 hour diversity session, and those who will be working in juvenile facilities attend a 2 hour session followed by a 2 hour diversity practicum. Topics for both of these trainings include:

- An explanation and discussion of the following terms: values, generalizations, stereotypes, prejudice, and minority.
- How cultural differences affect individual behaviors.
- Basic skills for bridging and managing individual differences.

Dr. Martin Luther King, Jr. Celebration

Contact Persons:

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Jewel Brown
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As the new millennium began, Corydon, Indiana hosted its 14th annual Martin Luther King, Jr. Celebration with over 200 people in attendance. The Celebration began in 1986 at St. Paul's African Methodist Episcopal Church and was joined in 1988 by the St. John's Lutheran and Corydon Christian churches.

While the program's message and music vary from year to year, the purpose remains the same. The Celebration recognizes the ideals and work of Dr. King and helps to promote understanding and goodwill among the races in the Corydon community.

Each year more churches participate in the event. The location of the Celebration has included the African Methodist Episcopal Zion, St. Joseph Catholic, Old Capitol United Methodist, Trinity Assembly of God, Corydon Presbyterian, and Lincoln Hills Christian churches.

Abilities Unlimited
Housing & Neighborhood Development

Abilities Unlimited
Barbara Hillery, Director
239 Winslow Road; Box 1814
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Housing & Neighborhood Development
Bruce Jennings, Coordinator
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Home Modifications for Accessible Living

Home Modifications for Accessible Living (HMAL) gives residents with a disability the opportunity to remain at home and delay or avoid institutionalization, allowing them to live a more effective and independent lifestyle. Modifications include such items as ramps, door enlargements, structural, bathroom, and kitchen changes. Funding comes from a Community Development Block Grant. Five years into the program, funding has totaled $160,000 with 65 households being served.

The program was created in 1992 as a joint venture with Abilities Unlimited which provides point of entry assessments. These written recommendations are then forwarded to the City of Bloomington which does a follow-up inspection to provide additional information and creates a feasible work order within the program and budget guidelines *(See "Bloomington Accessibility Screening Form" in Supplemental Materials Appendix).*

The work order is then placed out for bid to program-qualified contractors. After a contractor has been selected, the City supervises the project to its completion. Once the client has entered the program, the modification can usually begin within one week, with completion taking from 1 to 4 days. The program not only facilitates the resident's accessibility but also helps coordinate the other services and advocacy assistance that may be needed to more fully engage that individual in the community.

Some of HMAL's other Bloomington projects include:

- Developed a survey for businesses, agencies, and schools to evaluate accessibility according to ADA specifications *(See "Bloomington Building & Site Accessibility Evaluation Checklist" in Supplemental Materials Appendix).*
- Helped develop a decal program to designate businesses that are handicap accessible.
- Helped Parents for Quality Special Education publish the *Directory of Services for People With Disabilities.*
- Worked with Bloomington Hospital to make a video that helps employees relate to people with disabilities in a hospital setting.

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Additional services provided by Abilities Unlimited include:

- Advocacy- Assist in negotiating with service providers, medical professionals, and assistance sources.
- Education- Provide ongoing efforts to educate fellow citizens about accessible issues within the community.
- Durable Medical Equipment Loans- Loan used equipment (shower benches, walkers, etc.) donated by individuals and agencies.
- Camp Scholarships- Raise funds to assist children and adults with disabilities for summer camp tuition.
- First Steps- Identify and offer services for children from birth to age 3 who have disabilities.
- Support Groups- Sponsor support groups for individuals with traumatic brain injury and individuals with fibromyalgia.

Back Home In Indiana Alliance

2853 East Tenth Street
Bloomington, IN 47408-2696

Phone: (812) 855-6580
Fax: (812) 855-9630
Website: www.iidc.indiana.edu/~backhome/bhii

Contact Person:
Deborah McCarty
Phone: (317) 638-2392 or 1 (800) 825-4733
E-mail: dlmccart@indiana.edu

The Back Home in Indiana Alliance has been formed to increase homeownership opportunities for people with disabilities in Indiana. The mission of the Alliance is to:

- Create opportunities for people with disabilities to own their own homes
- Support homeowners with disabilities to exercise control over decisions affecting their lives
- Provide adequate and individually determined services and support to meet the needs of homeowners
- Separate housing and support services
- Evaluate on an ongoing basis, the outcomes of homeownership

There are a number of state and federal programs that provide financial and support services to create opportunities for people with disabilities to live in typical homes, in typical neighborhoods, dispersed throughout the community. These programs are designed to support an individual to live in a home of his or her own, as opposed to living in a congregate setting (e.g. group home). Summarized below are the primary resources to support a person with a disability.

Bureau of Developmental Disabilities Services (BDDS)- The BDDS is a point of entry for people with disabilities and family members to apply for individualized and congregate community living and residential services. Services provided include intake and service coordination for individuals needing support to live in their own homes (or with family members) and for those referred for group home and institutional services. The funding to provide support to adults to live in their own homes is available through Supported Living Services, offering financial assistance and personal support services. Financial assistance is available to supplement the individual's earned and unearned income (e.g. Employment Income, SSI and Social Security) and may be applied towards housing costs, including rent, mortgage payments, and utilities. Personal support services are based on the individual's needs and may include such things as personal assistance with budgeting, housekeeping, and transportation. Contact 1-800-545-7763 for the nearest BDDS office.

Indiana Area Agencies on Aging (AAA)- A second point of entry for individuals seeking in-home support services are the regional AAA's, offering both information and referral services. AAA coordinates the intake and case management for the following two programs:

Community and Home Options to Institutional Care for the Elderly and Disabled (CHOICE)- CHOICE is a state-funded program providing support to both people with disabilities and the elderly. Financial assistance for home modifications (e.g. ramps) and a variety

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of in-home supports (e.g. personal attendant care) may be obtained through this program. Up to $15,000 for home modifications may be available within an individual's lifetime and may be used to supplement other funding.

Medicaid Waivers- In 1981 the federal government created the Title XIX Home and Community-Based Services Program to support the national trend toward moving people out of long-term care institutions and into the community. Referred to as Medicaid Waivers, this act made an exception to, or waived traditional Medicaid requirements for institutional care. The waivers made Medicaid funds available for home and community-based services as an alternative to institutional care. These funds are available to provide a wide range of services to support persons in their own homes, including services coordination, personal attendant care, and homemaker services. Medicaid waiver funds are not available to cover the costs associated with housing, such as mortgage or utility payments. However, waiver funds may be used for environmental modifications. Up to $10,000 for environmental modifications may be available within an individual's lifetime.

To be eligible for waiver services, the person must meet the criteria required for admission to a long term care facility, state institution, or group home and must meet the guidelines for eligibility for the standard Medicaid program. Contact 1-800-986-3505 for the nearest AAA office.

Very Special Arts Indiana

2506 Willowbrook Parkway; Suite 202
Indianapolis, IN 46205

Phone: (317) 253-5504
TTY: (317) 253-5592
Fax: (317) 257-3628
E-mail: VSAI@aol.com
Web Site: www.vsai.org

Contact Person:
Jim Nulty
Same address/phone above

Very Special Arts Indiana (VSAI) is a state affiliate of the national organization, Very Special Arts (VSA). It was designated by Congress as the coordinating agency for arts programs for people with disabilities by helping them develop and learn skills, nurture independence and self-worth, and enhance well-being in every area of life.

The VSA works through a network of local, state, and national organizations, including educational and cultural institutions, arts agencies, associations for people with disabilities, and health and rehabilitation organizations. These groups in turn involve parents, volunteers, teachers, educators, artists, health specialists, and other experts to develop talents and skills in participants of all ages.

RESIDENCIES: The VSAI funds artist residencies in approximately 25 schools each year. The artists use literature, visual arts, dance, theater, storytelling, and music to inspire and teach thousands of individuals of various ages and abilities. Most residencies involve individuals with disabilities and their non-disabled peers in classroom settings. The residencies stimulate preschoolers, school-age children, youth in special education programs, at-risk teens, patients with Alzheimer's Disease, and people whose lives have been affected by AIDS. These residencies also demonstrate to teachers, social service, and health care specialists that the arts are a powerful tool.

FESTIVALS: Very Special Arts Festivals are one to three-day "arts happenings" for students with disabilities, their non-disabled peers, leaders, and teachers. Over 15,000 people directly participate in VSAI festivals in Columbus, Evansville, Hammond, Indianapolis, Muncie, Fort Wayne, Oakland City, and South Bend. The festivals feature arts activities, adaptive workshops, exhibitions, and performances. Leaders and teachers receive follow-up curriculum packets to aid them in initiating similar activities in the classroom.

RESOURCE CENTER: Resources are available through the Teacher Resource Link at the Children's Museum (www.al.com/children/trl.htm) and is open during the academic school year, Tuesday through Saturday, 10:00 a.m. to 5:00 p.m. Resources are available to anyone interested in learning more about the arts, arts education, arts programming for people with disabilities, accessibility issues, and disability awareness. The Resource Link functions like a library: books, videos, and hands-on curriculum kits may be checked out or viewed on-site. Kit topics include deaf awareness; art-based

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curriculum for preschools, science, the outdoors, and literature; and visual arts for visually impaired students. Each kit has a teacher guidebook with activities, teaching materials, and sequential curriculum. A description catalogue, arranged by topic, enables users to easily find the materials they need. To ensure that materials are available when needed, it is best to reserve them in advance. To reserve materials or order a catalog, call (317) 334-4001 or fax orders to (317) 921-4019.

AUDIO DESCRIPTION & BRAILLE SERVICES: Audio description makes live theater and other performances more accessible to blind and visually-impaired patrons. VSAI can make portable FM equipment and trained describers available to theaters and other venues.

ARTIST & EDUCATOR SERIES: VSAI sponsors annual workshops for artists and educators which provide continuing education in the current methodology and appropriate teaching techniques for students with different disabilities.

ARTIST APPRENTICESHIP PROGRAM: VSAI assists actively teaching artists in their development by providing training and internships that focus on working with people with disabilities. Master artists work with their colleagues to share experiences and encourage the creativity and flexibility needed for success with students of varying abilities.

SPECIAL PROJECTS: VSAI initiates short-term projects which advance its mission. Recent examples include Level Playing Field, a multi-age inclusion project for theater, dance, and community arts, and a studio style ceramics class for all ages.

WEBSITE: The website at the above address includes student work, recent articles on projects and residencies, a list of statewide offices, and an artist directory.

Human Rights Commission
Mayor's Task Force on Disabilities

Michigan City Human Rights Commission
100 E. Michigan Blvd.
Michigan City, IN 46360

Phone: (219)873-1429
Fax: (219) 873-1562
Web Site: Michigancity.gov

Contact Persons:

Cynthia Davis
Same address/phone above

Judi Huber
Phone: (219) 879-7633

Disabilities Awareness Expo

In observance of March's National Disabilities Awareness Month, the Michigan City Human Rights Commission and the Mayor's Task Force on Disabilities co-sponsored a Disabilities Awareness Expo.

An invitation to adopt a disability for the event was issued to Michigan City departments and businesses. Dave Lewis, who operates the Access Mobility Wheelchair Shop, designed an obstacle course of flexible tubing fastened to the floor with duct tape. The course contained several curves, some narrower than others, and a curb-size ramp platform. One of the third grade students who participated in the event found that it was impossible to negotiate the curb-size ramp in a wheelchair without a curb cut. Many teachers took their students to the event to help than better understand the difficulties encountered by the disabled.

Michigan City students were also invited to enter an essay and poster contest, with the winning entrant's teacher receiving $100 to give a pizza party for the class. Inspirational speakers and informational booths were also part of the day's activities.

Human Rights Campaign-Indiana

E-mail: hrcindiana@aol.com
Website: www.hrcindiana.org

Contact Person:
Steve Sanders, State Coordinator
Phone: (812) 336-4534 Fax: (812) 336-0866
E-mail: sanderss@indiana.edu

Human Rights Campaign is the nation's largest gay and lesbian political and advocacy organization. It lobbies Congress, works to elect political candidates who are committed to fairness, sponsors public education, and engages in training and grassroots organizing.

Human Rights Campaign-Indiana works on the state level to organize the gay/lesbian community; lobby the state legislature and members of the state's Congressional delegation; educate political candidates; engage in get-out-the-vote work; sponsor social and fundraising activities; collaborate on programming and public education with other gay/lesbian, civil rights, and civil liberties organizations; and advance the national organization's missions in Indiana.

Indiana University Gay, Lesbian, Bisexual and Transgendered Student Support Services

705 E. 7th Street
Bloomington, IN 47405

Phone: ((812) 855-4252
Fax: (812) 855-4465
Website: www.indiana.edu/~glbtserv

Contact Persons:

Doug Bauder
Same address/phone above

Carol Fischer
Same address/phone above

The Gay, Lesbian, Bisexual, and Transgender (GLBT) Student Support Services Office is a resource center for the entire university community, supplying educational resources on GLBT issues and offering information, support, and referral services. The office provides:

- A welcoming environment for individuals seeking to grow in their understanding of GLBT issues
- Confidential peer counseling and referral for those who are coming out or dealing with matters such as family concerns, relationships, or religious matters
- A lending library with over 1,600 books, videos, and magazines about GLBT history, literature, humor, art, families, legal issues, relationships, biographies, and cultures
- A resource list of community professionals sensitive to GLBT issues in areas including health, law, psychology, and religion

Office hours are by appointment and on a drop-in basis. Trained volunteers and office staff work with such issues as coming out, relationships, personal health, family concerns, discrimination, or harassment. Office visits are confidential and free of charge. The office also works in conjunction with student GLBT organizations, including OUT; the Lesbian, Gay, and Bisexual Speakers' Bureau; and the Gay, Lesbian, and Bisexual Anti-Harassment Team.

The website contains:

- An area events calendar
- The ability to search the GLBT library
- Links to other Indiana, including college and university, GLBT organizations
- Links to other national and international GLBT organizations

Indiana Youth Group

P.O. Box 20716
Indianapolis, IN 46220

Phone: (317) 541-8726
Fax: (317) 545-8594
E-mail: info@indianayouthgroup.org
Website: www.indianayouthgroup.org

Contact Person:
Dr. Robert Connoley
Same address/phone above

Founded in 1987, the Indiana Youth Group (IYG) is a non-profit youth services organization that supports and educates self-identified gay, lesbian, and bisexual (GLB) young people aged 12-20 and advocates on their behalf.

Programming is based on a youth development model supported by five core service areas: Personal Development, Leadership Development, Educational Development, Social Development, and Information/Referral. Every IYG program, service, or activity is identified and evaluated according to one of the core service areas with indicators to measure specific youth outcomes.

The IYG recommends the following resources which can be purchased at the above website address:

We Are Not Invisible- Television and movie star Wilson Cruz, shares his personal experiences with over 75 GLB and diversity-sensitive youth from across the United States. In a talk-show format, these teens candidly exchange stories about coming out as a gay youth, their school experiences, gay youth and religion, and conclude with powerful youth perspectives about the future for GLB and transgender people. This 38-minute video comes with a workbook and is an excellent resource for schools, the workplace, or the home. Price: $14.95 + shipping.

Free your Mind- This is a practical guide for GLB youth and their families, teachers, counselors, and friends. Young people share their joy and their pain, their hopes and fears, the formidable obstacles they have faced and overcome, and the exciting opportunities they have discovered. Topics include how to come out, deal with problems, make healthy choices about relationships and sex, connect with other gay youth and supportive adults, and take pride and participate in the gay and lesbian community. The book also presents guidance for adults who want to make the world safer for lesbian, gay, and bisexual youth. Price: $15.95 + shipping.

Family Information Booklet- This is a supportive resource for parents who have just learned their son or daughter is gay, lesbian, or bisexual. Price: $19.95 + shipping.

Youth and Diversity

Health Foundation of Greater Indianapolis
342 Massachusetts Ave; First Floor
Indianapolis, IN 46204

Phone: (317) 630-1805

Contact Person:
Dennis L. Stover
Same address/phone above
E-mail: stoverdl@aol.com

A report commissioned by the US Department of Justice on bias and hate crimes, found that gay, lesbian, bisexual or transgender (GLBT) individuals are "the most often victimized groups in the nation." Being gay, lesbian, bisexual, or transgender invites verbal abuse, physical threats, social harassment, and danger. School and other youth environments are often a source of stress for young GLBT people because of harassment and threatened and/or actual harm.

Following research conducted by The Health Foundation of Greater Indianapolis, a group was formed of interested persons, including youth, to address the unmet needs of this young minority population. This group, who refers to itself as YAD (Youth and Diversity), operates on the premise of respect for all in a diverse multicultural world. YAD has undertaken the following activities:

Training modules: Sensitivity training modules are being developed for adult staff and volunteers of youth-serving organizations. These modules are designed to improve the school environment, develop school and district policy, explore the responsibility of professionals to serve GLBT young people, provide professional training programs, and provide referral sources in the community. The modules include:

- ***Overview and Understanding your Values and Homophobia 101-*** This module explores the participants' values and how these affect their ability to deal with GLBT youth.
- ***Diversity among Young People-*** This module explores issues of understanding, acceptance, and respect of diverse populations whose differences often meet with bias and prejudice.
- ***Building Self Esteem-*** This module discusses what professionals can do to help GLBT youth to build positive self images.
- ***Peer Issues-*** This module explores what professional can do to help GLBT young people to cope with peer related issues. It also discusses how professionals can model behaviors to diffuse situations when intervention becomes necessary.

Speakers' Bureau: Speakers can be requested to talk about professionals' responsibility to serve GLBT youth and to explain the training programs available to youth professionals.

United Way of Cass County, Inc.

122 Fifth Street
Logansport, IN 46947

Phone: (219)753-3533
Fax: (219)737-7803
E-mail: unitedway@cqc.com
Website: www.unitedway.cqc.com

Contact Persons:

Joyce Gebhardt, Executive Director
Same address/phone above

Richard Farrer, Deputy Mayor
601 E. Broadway
Logansport, IN 46947
Phone: (219)753-2551

Diversity Dynamics

The goal of Diversity Dynamics is to support existing programs and implement new ones that will provide-bilateral multicultural awareness education for residents in the community. Diversity Dynamics member, Paula Gast, states that "differences in culture and language have polarized the community." Many longtime residents are angry at changes the recent wave of immigrants has brought to the area. On the other side of the fence, immigrants are struggling to adjust to a new community that often seems to be a hostile and unwelcome environment.

Previously, project "Operation Melting Pot" was started to bridge the gap between the non-English speaking population and law enforcement and emergency personnel *(See Indiana State Police "Operation Melting Pot" pages 159-160 in Indiana's Best Practices Celebrating Diversity 1999 Edition).* Trooper Jeremy Chapman of Operation Melting Pot explains that in addition to programs helping newcomers, there is also a need for programs to help longtime residents adjust to the changes that are occurring. Consequently, Diversity Dynamics, a branch of Operation Melting Pot, has a focus that is twofold:

- Expand educational awareness programs for non-English speaking residents beyond the areas of law enforcement and emergency personnel.
- Create educational awareness opportunities for longtime residents to help them see diversity and change as more than problems and challenges, but also as strengths and opportunities.

Co-coordinators, Joyce Gebhardt and Dick Farrer organized and facilitated the first meeting of some 30 participants. Three goals were established from the questions, "What is the current situation?" and "What changes need to be made?" Participants volunteered to coordinate and recruit committees to accomplish these goals. Each committee then developed action steps, including time frame, scope, impact, likelihood for completion of the project, and investigation of existing services falling within the scope of the project. The three goals are:

Designate a Centralized Communication Center- It was determined that the centralized communication center would be AMISTAD, an agency which grew out of the Prince of Peace Hispanic Church ministry, but has recently become its own entity *(See Prince of Peace Hispanic Church, page 221 in Indiana's Best Practices Celebrating Diversity Update 2000).*

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AMISTAD serves as a catalyst to improve relations and communication between the Anglo and Hispanic populations in the community. The agency provides English as a Second Language classes; Spanish as a Second Language classes; referral services; translation services; after school programs; transportation services; a Spanish library; free clothing, food, and household items; and any other free services that meet the needs of the people.

Cultivate Leadership in Minorities- To accomplish this goal, the following activities were targeted:

. This committee met with visiting sensitivity speaker, "Papa Rap," to dialogue and brainstorm ideas.
. The Chamber of Commerce Leadership Academy is recruiting minority members for its 2000-01 class.
. The committee volunteered to translate exhibitor's literature into Spanish for the Family Arts Festival.
. A brochure should be developed for local organizations which have Boards of Directors, explaining the advantages of recruiting minority members.
. A pool of willing participants needs to be solicited.
. Organizations and Boards of Directors should be provided with a list of minority people who have volunteered to participate in leadership roles.
. Revive the Welcome Wagon program for new residents and include in the free gifts' packet information about opportunities for minority leadership roles.
. Watch local news stories for minority citizens who might be interested in serving in leadership roles.
. Promote high school student participation in clubs and leadership groups.

Provide Opportunities for Diversity Education- A list was compiled of existing activities which help to increase awareness and understanding of both English and non-English speaking residents:

. The Hispanic Family Fair, a collaboration of Step Ahead, AMISTAD, and Logansport schools, provides annual workshops facilitated by Hispanic community leaders. Topics include what parents can do to help their children be successful students and an orientation to local schools- services provided for non-English speaking students, explanation of ISTEP tests, etc.
. The National City Bank offers a Homeowner's Seminar and distributes homeownership and citizenship literature.
. Speaker presentations are given at local high schools addressing diversity issues.
. Logansport schools offer Spanish classes free to the community.
. Memorial Hospital sponsors First Aid classes in Spanish.
. The Pharos Tribune and Sus Amigos publish newspapers in Spanish.

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- A workshop, Building a Multicultural Community, is available to local businesses and service organizations. The workshop's goal is to create understanding and build cultural competence through education. Topics include:
  - History of Indiana's immigration patterns
  - Globalization and current workforce trends, including local industries' international connections
  - Various culture's perceptions of self, time, social organizations, etc.
  - An overview of the community's psychological transition from anger and rejection to understanding and acceptance. Barriers to change and effective methods of change are also discussed.

Indianapolis Urban League

850 N. Meridian Street
Indianapolis, IN 46204

Phone: (317) 639-9404
Fax: (317) 684-2183
Website: www.nul.org/iul

Contact Person:
Otha H. Meadows, Executive Vice President
Same address/phone above

The Indianapolis Urban League is a community based, not-for-profit organization. Its mission is to eliminate the barriers of racism, build bridges among the races, and advocate for understanding of cultural and ethnic diversity in the City of Indianapolis. The Urban League is extensively involved in providing opportunities for discussion and plans for constructive action to address situations that affect people of color, such as issues related to the community, the economy, politics, and the law.

Specific programs and activities relating to race awareness and cultural diversity include:

Race Awareness and Cultural Education (R.A.C.E.)- This is a pilot program being developed to provide middle-school youth, parents, and educators with opportunities to learn about issues on race relations and prejudice using traditional classroom methods, distant learning, and internet applications. The activities will encourage young people to explore issues , develop projects, and share what they have learned in groups and on the internet.

Contributions of African-American and African people- This program provides opportunities for large and small audiences in schools, businesses, and agencies to learn about the significant contributions that African-Americans have made to America and how African people have influenced other countries and cultures. The sessions are conducted by the Urban League Community Education and Development Department. Each session contains a 30-minute narrative and visual presentation followed by discussion.

Diversity and Race Relations Institute- This program, scheduled to begin in the fall of 2000, is being developed to deal exclusively with issues relating to institutional and interpersonal racism and understanding diversity. Specific courses are designed for corporate and community organizations. The program will help participants to examine their own beliefs; develop projects that will influence behaviors; and positively impact home, school, and work environments.

Eli Lilly & Company

Lilly Corporate Center
Indianapolis, IN 46285

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Dedicated to core human values such as respect for people, integrity, and a thirst for excellence, Eli Lilly and Company is committed to developing and using the diverse talents and energies of all its employees. Lilly respects people throughout the world without regard to their differences or similarities. Lilly's actions and behaviors demonstrate and confirm its respect for each other and each other's contributions.

Lilly believes it is important to move beyond compliance of affirmative action to an inherent commitment and philosophy of diversity. Accountability for diversity efforts have been made a part of all its business activities. There are systems and processes in place to achieve accountability. A key tool is the People Key Result Area (KRA). KRAs are the foundation of Lilly's performance system and are designed to help attract, retain, and develop a diverse workforce by having supervisors model behaviors to ensure an environment where performance and results are valued, and individuals are learning and growing developmentally. KRAs apply to all supervisory staff. Individual managers are expected to develop and implement their own diversity plans that supports Lilly's overall diversity philosophy. Performance evaluations and compensation are directly linked to diversity efforts and results.

Other diversity initiatives include the following programs:
Voice of Employee Survey- This survey is used to better understand the views and opinions of Lilly employees and to apply that knowledge toward achieving company goals. This information helps to determine effective actions that can be taken to effect cultural change and to improve employee relations, organizational effectiveness, management development, and strategic planning.

Diversity Training- All employees are encouraged to attend diversity training programs designed to strengthen the quality of work relationships among co-workers of diverse backgrounds. Ranging from one-and a-half hours to a full day, a variety of training sessions are offered and facilitated by diversity professionals.

Compass- This is a 360-degree feedback tool that gathers constructive feedback from other employees about the managerial skills and/or competencies of Lilly's supervisors.

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Diversity Action Teams- These teams have been formed to help address the specific needs and issues of individual groups or components.

Consulting Pairs- The information technology and discovery research functions within Lilly use Consulting Pairs to help ensure that the talents and skills of each employee are fully utilized. This intervention attempts to improve the quality of work relationships and to bring about cultural change by creating an environment that allows and encourages everyone to contribute to their fullest potential.

Diversity Learning Lab- For those individuals who desire or need focus in diversity beyond Lilly's internal training, the Diversity Learning Lab seminar conducted by Pope & Associates is recommended. This seminar provides an opportunity for in-depth experiential learning in understanding the dynamics of diversity.

In addition to the many diversity initiatives, Lilly has various activities, programs, and Affinity groups to help foster greater awareness and understanding of the many cultures, differences, and similarities that exist with the organization.

Goodwill Industries of Central Indiana

1635 W. Michigan. Street
Indianapolis. IN 46222-3899

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Fax: (317) 264-1336
Website:goodwill-indy.org

Contact Person:
Carol Stephan. Project Coordinator
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Destination Indianapolis

In recent years, the central Indiana community has been faced with an increasingly challenging situation: a critical labor shortage and a growing gap between worker skills and employer needs. Simultaneously, the growing number of immigrants moving to central Indiana requires varying degrees of assistance to fully join the community. With basic instruction and assistance, these new citizens are able to become active, productive members of the community while helping to meet the workforce needs.

To address this situation, Goodwill Industries of Central Indiana, the International Center of Indianapolis, and the Hudson Institute have joined forces to create a program called Destination Indianapolis. This program seeks to bring together individuals, organizations, faith-based communities, and government to understand and address the issues and challenges of the immigrant population. Goodwill is providing access to English language instruction and workforce services, including training, education, and job placement for anyone who wants to work and is seeking a better opportunity.

The International Center of Indianapolis is working with ethnic organizations and other agencies to create a welcoming community and help immigrants adjust to life in central Indiana. The Hudson Institute is assisting with research and direction for Destination Indianapolis.

Through research and dialogue with a wide variety of organizations, Destination Indianapolis will address such issues as:

- Workforce Development
- Municipal Services and Affordable Housing
- Social Services and Family Stabilization
- Community and Cultural Opportunities

USA Group, Inc.

Corporate Headquarters
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Indianapolis, IN 46204

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Diversity Program

The USA Group's diversity vision seeks to develop an employee-focused culture that appreciates and values inherent differences among all employees. To fulfill this vision and develop an action plan, a Diversity Implementation Team (DIT) was formed in 1997 and staffed by various individuals in key leadership positions. An employee survey was conducted to get input on how the company was doing in the area of diversity, followed by focus groups and input from senior management. This information allowed the team to develop an action plan for very specific initiatives in the areas of recruitment, employee development and training, institutionalization of diversity, and metrics. During the next two years, the following activities were implemented:

- An electronic diversity calendar software program was installed on the company's Intranet. The calendar includes a variety of diversity-focused activities and information, as well as, special cultural events that USA Group has identified for special recognition, such as Black History Month, Women's History Month, Asian-Pacific Heritage Month, and Hispanic Heritage Month.
- Diversity calendars are displayed on bulletin boards throughout the corporation.
- A diversity website was established and provides employees with information regarding USA Group's diversity efforts.
- A diversity resource directory was compiled that includes diversity recruitment information; culturally specific organizations, newspapers, magazines, and colleges/universities; and listings of books and videos about diversity. The directory assists in efforts to market, recruit, and gain additional information about diversity.
- A Diversity Pride Celebration Day was held in October of 1999. Executives welcomed attendees and discussed the significance of diversity in the workplace. A brochure was distributed which included the results of USA Group's cultural diversity survey, diversity plans and goals, and a list of DIT members to contact for questions and suggestions. Employees were given a diversity T- shirt, a globe inscribed with the company's diversity motto, diversity pens, bags, and opportunities to win prizes. Employees were invited to participate in a diversity quiz and a poster contest, with winners recognized during the celebration. Music, food, and games from various cultures were also provided.
- A diversity video was created which provides information about diversity challenges, opportunities, and practices at USA Group. The video is available for work units to show during staff meetings or other special gatherings.

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- A review of the attendance and tardiness policy was conducted and subsequently rewritten because of inconsistencies within departments involving these practices.
- A "Let's Do Lunch" is one strategy used to maintain ongoing diversity dialogue. These luncheons are held quarterly with randomly selected, non-management employees. They are well attended and participants actively engage in discussions with DIT members and company Vice-Presidents.
- Two mandatory one-day diversity training classes have been established:
  - Celebrating Differences, for all employees, is a one-hour introductory diversity seminar designed to increase awareness of diversity issues and highlight the value of diversity in the workplace.
  - Managing Diversity, for all supervisory management, is designed to assist management in implementing diversity practices.The course addresses the advantages of diverse work groups, utilizing the full potential of its employees with emphasis on culture and systems, and how diverse groups provide the organization a competitive advantage.

As the year 2000 evolved, the following activities were also implemented:

- Black History Month- During lunch, a storyteller shared with employees stories of slavery and the journey to freedom. A cultural bookstore was also set up for employees to view authentic artifacts from the days of slavery and to purchase African-American literature. The cafeteria also catered menu items specific to African-American culture. Posters were displayed and tables of free materials were available.
- Women's History Month- Guest speakers addressed employees about the important roles women have played in history. A bookstore was available as were posters and free materials.
- Special area community cultural events/activities were publicized.

USA Group's diversity activities have been successful because of the interest and enthusiasm of employee volunteers and the line management who provide the opportunity for workers to be away from their jobs to volunteer and participate. Executive support has also been key to the introduction of and continued improvements in initiating and managing diversity efforts. Their support is evident in the hiring of a Vice-President of Diversity Management and in on-going communication and mentoring with the DIT.

In 1999, the DIT members participated in the first annual Diversity Roundtable of Central Indiana and also helped organize and sponsor the event *(For more about Diversity Roundtable, see Cinergy Corporation's Best Practice in Update 2000 page 296).*

USA Group Foundation has awarded funding to several diverse professional and educational groups:

- Indianapolis Forum of Minority Professionals
- Hispanic Association of Colleges and Universities
- 100 Black Men of Indianapolis' Summer Academy Program
- National Black MBA Association

Wishard Hispanic Health Project

Wishard Hospital
1001 W. 10th Street
Indianapolis, IN 46202
Phone: (317) 656-4264
Fax: (317) 630-7112

West Side Clinic
2732 W. Michigan Road
Indianapolis, IN 46222
Phone: (317) 554-4650
Fax: (317) 554-4617

Contact Persons:

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Aida McCammon
Same address/phone above
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West Side Clinic
Maria Quiroz-Southwood
Same address/phone above
E-mail: quirozm@wishard.edu

In response to Central Indiana's increased Hispanic population growth and their need for better health care services, the Wishard Hispanic Health Project (WHHP) was created in May of 1995. Patient services include:

- Oral interpretations for non-English speaking patients
- Signs, menus, magazines, and educational materials in Spanish
- Mediation with patients, family, and health care providers
- Follow-up and assistance with the Medicaid process
- Friendly visits to in-patients
- Assistance with appointments
- Assistance in obtaining copies of medical history
- Referral to other services outside of Wishard

Educational programs for the Hispanic community include:

- Pre-natal care classes
- Domestic Violence
- HIV/AIDS/STD'S/Tuberculosis/Substance Abuse Prevention Education
- Teenage pregnancy prevention
- Family planning
- Outreach for Hispanic children's health insurance program

Other services include:

- Written translations and oral interpretations for non-English speaking Hispanics outside of the hospital system
- Three levels of medical Spanish classes
- Program to certify medical interpreters (a five-month course for bilingual staff)
- Medical terminology classes in English and Spanish
- Participation in community activities
- Educational programs for the community
- Cultural awareness presentations

The WHHP was nominated for an award for vulnerable populations by the U.S. Department of Health and Human Services, as one of the models that works, recognized by the Minority Health Coalition of Marion County, and received an honorable mention by the National Association of Public Hospitals in the area of Healthy Communities. Additionally, the program has been replicated by other hospitals throughout the country.

Cinergy Corporation

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Toll Free: (800) 428-4337
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Web Site: cinergy.com

Diversity Performance Organization

The mission of Cinergy's Diversity Performance Organization is to create an inclusive environment where no individual or group of individuals is advantaged or disadvantaged because or race, ethnicity, cultural background, gender, age, physical ability, geographic origin, sexual orientation, religion, tenure, or any other diversity classification and where each person is valued and challenged to reach their full potential and held accountable to the growth of Cinergy.

Each year all Cinergy employees are responsible to fulfill their Continuous Culture Change Initiative recommendation which is set by the CEO and Chairman of the Board and the Diversity General Manager. The diversity staff does the following to address workplace issues and concerns:

. Works closely with management and union leadership to develop strategies that will continue to make Cinergy a leader in managing diversity
. Designs, develops, and delivers a variety of diversity education sessions. Current offerings include:
  . Journey Toward Inclusion: Diversity Awareness Workshop
  . Managing Diversity Skills Training
  . Leadership Diversity Skills Training
  . Project Connect: Cinergy Mentoring Program
  . Reinventing Yourself: Maximizing Diversity Through Personal Leadership and Empowerment
  . MBTI (Myers-Briggs Type Indicator): Introduction to Type and Temperament
  . Presenting and Facilitating Diversity Exercises
  . Workplace As Community
  . Discovering Diversity Profile
  . CommUNITY: Living Room Dialogues
  . Sponsors, coordinates, and educates Departmental Diversity Teams throughout Cinergy
  . Trains and develops volunteer Cinergy employees to facilitate educational sessions
  . Supports networking groups:
    - Collaborative For Positive Change: African-American Network
    - Cinergy's Gas Chapter of Women's Network
    - Cinergy's Women's Forum
. Sponsors, directs, and leads the Leadership Diversity Council
. Analyzes, collects data, and leads change in a variety of situations through manager's support and direction of their work teams and groups

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- Provides and supports diversity information resource centers as well as instructional brown bag seminars. Facilitators of brown bag seminars show 1 of 14 available videos and then lead the group in a discussion.
- Actively supports, speaks, and participates in diversity related events in communities, schools, and universities throughout Cinergy's territories in Indiana, Ohio, and Kentucky. These include such events as:
  - Addressing some 1200 potential business school sophomores each semester at the Indiana University Kelly School of Business in a one-day event discussing cultural issues, future economic state of businesses globally, and learning to prepare for the future and the diversities it represents
  - Working with the Children's Express group at the Children's Museum to develop curriculum on diversity to be utilized in educational institutions around the state and within businesses everywhere
  - Participating in the Circle City Classic Parade and the Indiana Black Expo.

Cinergy's Supplier Diversity Program develops successful and mutually beneficial business relationships with minority and women owned businesses. The success of the program requires the participation and support of every employee to seek out and provide procurement opportunities to these businesses.

Contact Persons:

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Diversity Roundtable of Central Indiana

Meeting once a month, the Diversity Roundtable provides a forum to share resources, information, concerns, and best practices within the workplace: to influence public-policy decisions related to diversity; and to promote advocacy of diversity appreciation within the communities.

Annual goals and objectives include:

- Informational events, corporate presentations with tours, and video and print materials for best practices of member companies/organizations
- Develop a library resource/print manual of metrics for measuring diversity program efforts
- Document best practices by member companies'organizations
- Invite guest speakers from surrounding communities and local agencies/businesses

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. Host/organize a diversity conference for community participation. This goal was accomplished with the first Annual Diversity Conference in August 1999, in Indianapolis. The day's agenda consisted of keynote speakers, panel discussions, and the following breakout sessions:
  - Building the Business Case for Diversity
  - Developing a Personal Commitment to Multicultural Understanding
  - Starting Diversity Programs

Approximately $5000 will be given to charities as a result of the profit made from the Conference. Cinergy Corporation and USA Group provided Foundation dollars to support the Conference and Duke-Weeks Realty mailed out hundreds of Conference brochures.

Diversity Roundtable meets monthly, and member organizations alternate hosting the meetings. Governed by consensus, the Roundtable is a nonprofit organization, and there are currently no membership fees. Membership includes leadership representatives from corporations, government agencies, staffed professional societies and associations, educational institutions, and nonprofit organizations which have or plan to create internal diversity initiatives or are currently maintaining or furthering a diversity initiative.

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CINERGY®

Boys & Girls Clubs of Indianapolis

300 E. Fallcreek Prky. N. Dr. Suite 300
Indianapolis, IN 46205

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Contact Persons:

Cindy Ball
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Tim Fretz
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Indianapolis, IN 46241
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Multicultural Fair

The Boys & Girls Clubs of Indianapolis is a youth guidance organization dedicated to assisting youth in realizing and developing values and skills for living through the promotion of health, social, educational, vocational, leadership, character development, and guidance experiences.

To help develop an awareness and appreciation of diversity through interactive learning, five of Indianapolis' Boys & Girls Clubs came together to host a Multicultural Fair. Over 200 youth attended this March event.

Each club chose a different culture to study and then designed booths to demonstrate the history, food, art, music, and games of each culture.

At the event, each person was issued a "passport" with answers to questions about the various cultures to be found at the booth displays. Everyone who completed their passport with the correct answers received a prize.

Indianapolis Commission On African-American Males

148 E. Market Street: Suite 505
Indianapolis, IN 46204

Phone: (317) 327-5262
Fax: (317) 327-4482
TTD: (317) 327-5185

Contact Persons:

Lymon Rhodes, Director
Same address above
Phone: (317) 327-5775

Pat Payne, Director
IPS Office of Multicultural Education
Crispus Attucks Middle School
1140 Dr. Martin Luther King, Jr. Street
Indianapolis, IN 46202
Phone: (317) 226-4613 Fax: (317) 226-4611

"Talks My Father Never Had With Me" Mentoring Program

The Indianapolis Commission on African-American Males (ICAAM) and the IPS Office of Multicultural Education worked together to implement the "Talks" curriculum in one Lawrence, one Pike, one Warren, and fifteen IPS schools.

Based on the concept that the absence of a positive mature male influence in the lives of young men contributes to the male adolescent crisis occurring in schools and communities, this mentoring program pairs one mature male with three young males in elementary grades through high school. This 1 to 3 approach multiplies the effort, discourages manipulation and unhealthy bonding, and provides an interesting dynamic for interaction. Mentors meet once a week with the young men at their school for a 35-minute session. Program goals are:

- To share wisdom between generations that will help young men be successful in life
- To provide the opportunity for constructive dialogue and exchange of ideas between the generations
- To provide an atmosphere for instruction in moral, ethical, and responsible living
- To provide young men with a model and a mentor with the ultimate goal of instilling a personal commitment to integrity and excellence
- To encourage adult men to be aware of the struggles of young men and to give them something they can specifically do to help

The curriculum is based on a book called *Talks My Father Never Had With Me* by Dr. Harold Davis. The book provides a structural and practical guide that addresses topics which are often difficult to discuss. With twenty-six chapters in all, each week one chapter is read and questions discussed at the end of the chapter. Some of the chapters in the book are: Living in Poverty: Fears and Anxieties That Stop Us In Life: Gangs: How Does Your Size Affect You?: My First Job: Your Concept of the Work Ethic: and I Was Treated Unfairly Today.

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Mentors for the program come from all walks of life and are recruited by ICAAM and school personnel. ICAAM helps to train the mentors and the trainers who serve as site coordinators. It is hoped that the program will be expanded to community centers and churches.

Dr. Davis' wife, Ollie Watts-Davis, has also written a similar book from a woman's perspective called *Talks My Mother Never Had With Me.*

ICAAM

Indianapolis Commission
on
African-American Males

National Coalition of 100 Black Women Indianapolis Chapter, Inc.

Madame C.J. Walker Urban Life Center
617 Indiana Avenue, Suite 215
Indianapolis, IN 46202

Phone: (317) 255-9235
Fax: (317) 255-9244

Contact Person:
Mary Harden, Program VP
Same address/phone above

The National Coalition of 100 Black Women has chapters in every major city in the country. The primary goal is to promote and make possible the economic, social, and cultural well-being of African-American women. The Indianapolis Chapter pursues these goals by building partnerships in five areas: arts and culture, community affairs, economic development, education, and personal and professional development.

Academy for Girls

In recognition of the community's need for support and empowerment of youth, the Indianapolis Chapter established the Academy for Girls in 1994. The program is for African-American high school girls who are recruited during their freshman year with the hope that they will continue the program throughout their remaining high school years. The program is designed to supplement and enhance the traditional education and guidance systems provided in schools, homes, and by other existing community resources. The "average" high school girl is targeted, based on the premise that there are already several programs targeting at-risk and gifted young ladies, but few are designed for those who don't fall in either category. To expand the program the coalition recently entered into a partnership with the Urban Mission Branch YMCA and Arlington High School.

Using the talents and skills of Coalition members and affiliates, experiential and educational opportunities are provided through a series of seminars and workshops featuring programs in each of the above five areas. The continuing theme of "sisterhood" is designed to teach skills that will help girls love and support themselves and each other as they approach womanhood.

Past Academy activities have included weekend retreats, community service projects, health and fitness workshops, skin and hair care workshops, college preparation activities, creative writing workshops, and money management seminars. Traditionally, Academy graduation coincides with the annual Breakthrough Women Celebration.

Creative Writing Workshop

The Creative Writing Workshop was established to address the growing problem of student literacy in the areas of reading, writing, and language development. The program involves children in grades 3-6, with an average of 65 students participating each year. Keynote speakers have included nation-

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ally known authors, such as Carolivia Herron (*Nappy Hair*) and Connie Porter (*Addie* books in the American Girls series).

This annual spring program includes a keynote speaker, a storytelling workshop, a creative writing activity, and an adult workshop designed to provide parents with suggestions about how to help their children improve creative writing skills. Local writers, actors, and storytellers conduct the workshops for children. Part of the time is used to learn about skills used to be an author and about the life of at least one African-American woman who has made writing her profession. Participants receive a copy of a book written by the keynote author.

Peacemaker Corps

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As part of President Clinton's national campaign to prevent youth violence, Peacemaker Corps was developed by a cooperative partnership between the U.S. Department of Housing and Urban Development (HUD), Friends of the United Nations, and the Simon Youth Foundation. A HUD grant provides funding for facilitators and the development and distribution of a 135-page curriculum booklet.

Peacemakers is designed to reduce youth violence in low income and distressed communities by showing youth how to become ambassadors of peace in their schools and neighborhoods. The program teaches conflict resolution, peer mediation, tolerance, and diversity techniques. Students develop an action plan that is presented to a group of five community leaders for feedback and support.

Indianapolis is one of ten communities implementing this program. Simon shopping malls throughout the country are being used as training sites. Locally, Circle Centre is serving as the program site for the two-day curriculum. The Indianapolis Housing Agency recruits young people to attend who would benefit from the program, and Indy Go provides transportation for the participants.

At the end of the training, there is a ceremony where graduates receive a medal, identifying them as pioneer "Peacemakers" who will lead others to positive alternatives for youth violence. The ceremony also reinforces their commitment to continuing expansion of a new society for racial and cultural understanding and tolerance within their communities.

The program is being offered once a month from November of 1999 through October of 2000, with a one-year reunion in November 2000 for all of the graduates. Future plans for the program include, reuniting the graduates in the spring of 2000 to produce a video, design a web page, follow up and support action plans with the Marion County Commission on Youth (MCCOY), and discuss subjects that the youth feel need more attention.

Participants are selected based on their established interest in obtaining skills which promote a culture of tolerance and on their willingness to pass along what they have learned to peers. Each group consists of 30-35 young people between the ages of 15-17. Applications for Peacemaker Corps are available at most area high schools, MCCOY, and the Indianapolis Housing Authority.

the peacemaker corps

Human Rights Commission

100 E. Michigan Boulevard
Michigan City, IN 46360

Phone: (219) 873-1429
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Cynthia Davis
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City Kids' Summer Camp
Cultural Awareness & Inclusion Program

The Michigan City Human Rights Commission created a cultural awareness and inclusion program that was incorporated into the City Kids' Summer Day Camp sponsored by the City Parks and Recreation Department. Each week youth learned about a different cultural or civil rights protected class of people. The children participated in cultural games, activities, and/or arts and crafts. Some of the programs included dancers, singers, costumes, and those who spoke the language of the minority group being highlighted. Additionally, the lunches provided by area schools included a menu to coincide with the featured culture.

Following are the themes selected for the Wednesday programs:
Disability Awareness Day: Children had a hands-on experience involving the utilization of special equipment designed for the disabled, as well as a wheelchair obstacle course (*See "Michigan City Disabilities Awareness Expo" on page 280 in Indiana's Best Practices Update 2000*).

Hispanic Awareness Day: This program included Pinata activities, arts and crafts, and a dance performance by the group, Las Villistas of East Chicago.

Thai Day: Six students and a counselor from Thailand, who were visiting Michigan City at the time, presented a program of Thai customs, games, and songs.

Native American Day: Members of the Pokagon Indian tribe performed in full costume. A demonstration of how to weave a black ash basket was given, and the children had an opportunity to make dream catchers.

African-American Day: A drum performance was presented by master drummers from H.O.P.E. (Helping Our People Excel). African-American art, customs, food, games, and songs were also part of the day's program.

Jewish Day: A representative from the Sinai Temple congregation came and talked to camp participants about Jewish customs and traditions.

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Polish Day: Children listened to the Polish language being spoken and learned Polish songs. With the help of volunteer instructors, they were also taught how to Polka.

Asian Day: A Japanese teacher at Michigan City High School shared experiences from her recent tip to Japan. A kimono fashion show and origami art activities were also part of the day's activities.

Know Your Own Culture Day: Activities were provided to summarize what the children had learned from the previous weeks' programs. They were also given an opportunity to recognize their own individual cultures.

YMCA of Michiana Urban Youth Services

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For more than thirty years, the Michiana YMCA Urban Youth Services (UYS) has worked to achieve its mission of enriching the spirit, mind, and body of youth and young adults through educational, social, and civic programs that will help them reach their full potential. UYS programs target primarily, but not exclusively, at-risk, low income, and minority youth by providing specialized programs for students, ages 6-18. These programs focus on educational motivation, tutoring, college planning, youth leadership clubs, youth volunteers, and social development.

Martin Luther King Jr. National Holiday Youth Breakfast- Recognizing a need for a student-involved activity honoring Dr. King, the UYS organizes and hosts an annual Martin Luther King, Jr. Youth Breakfast. Held on the holiday Monday, youth and adults come together for a morning of fellowship, speakers, and youth performances.

Charles E. Martin, Sr. Day Camp- Annually, some 450 children from low income, primarily at-risk neighborhood environments attend this camp at Bendix Woods, where they participate in enrichment clinics in reading, math, the arts, science, alternative sports, and value themes/self-esteem. Each year the camp culminates with an Ethnic Potluck Dinner open to all attendees, their families, and camp supporters and staff, where the diversity and heritage of all are celebrated.

Achievers Program- This program identifies at-risk high school freshmen and provides a group collaborative program throughout their high school careers. Participants are encouraged to remain in school, improve their self-esteem, contribute to the community, and set and achieve career goals. In 1998, 90 students participated in the program; 73 percent of them earned a C average or higher, and 90 percent attended weekly weekend workshops. Throughout the year, mentors from the Michiana community present workshops, seminars, and social events. Recognizing the need to spotlight males who are positive role models, the Achievers Male Recognition Scholarship Luncheon is held each June. In 1999, awards were given to four youth and fourteen adult males for their outstanding service to the community.

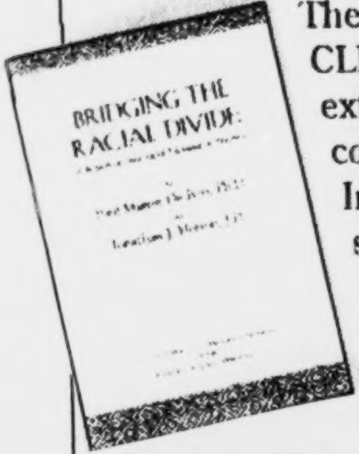
Charles E. Martin, Sr., Minority Student Recognition Program- This program recognizes and honors outstanding minority students in the 6th, 8th, and 10-12th grades. Students receive trophies, savings bonds, and scholarships.

College Visits and Tours- Over 300 minority high school students have participated in this program. Each Spring Break there is a week-long college tour to a different regional location. In addition to touring campuses, students meet with college representatives and receive information regarding admission requirements and financial aid.

BENEFITS OF A DIALOGUE ON RACE

- Helps people of all races learn more about one another
- Promotes communication between the races
- Makes communication more effective
- Helps us become aware of how we think and feel about people of different races
- Helps us to question and evaluate assumptions about people of other races
- Explores how perceptions, assumptions and stereotypes impact race relations
- Helps develop a sense of awareness and understanding of differences and similarities among people of different races.
- Puts us in a better position to manage any conflict which may result from differences
- Promotes contact with individuals of other races.
- Helps us understand that respect is key to good race relations

Bridging the Racial Divide: A Report on Interracial Dialogue in America

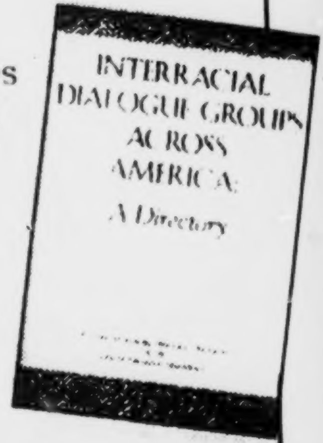

BRIDGING THE RACIAL DIVIDE

The compilation of findings from CLD's year-long research into the extent of interracial dialogue in communities across the nation. Introduces the best practices of sixty groups from around the country that model sustained, community-based interracial dialogue. Eleven major findings, success stories, contact information on many interracial dialogue groups and a recommended reading list.

By Paul Martin DuBois and Jonathan Hutson.
74 pages. (Center for Living Democracy, 1997)

Interracial Dialogue Groups Across America: A Directory

A companion to *Bridging the Racial Divide*, the directory gives detailed contact information and a description of the work of 60 dialogue groups across America. An excellent resource for anyone interested in the dialogue movement or interracial work in general.


INTERRACIAL DIALOGUE GROUPS ACROSS AMERICA:
A Directory

Edited by Mary Ann Statham.
100 pages. (Center for Living Democracy, 1997)

To acquire these publications, see *Center for Living Democracy* order form in "Supplemental Materials Appendix."

INTRODUCTION

An urgent need for democratic dialogue on race in our country and our communities

Race is a central issue in our nation and our communities. Even when we don't give voice to it, it is present — critical, but unspoken.

When we do talk about it, it is often at times of crisis, when racial divisions become apparent or racial tensions turn to violence. There are times of national awareness — the violence in Los Angeles in 1992, or the tensions following the O.J. Simpson verdict — when the country's problems with race transfix all of us. But when the tensions fade from view, our public recognition of race seems to go back into hiding, and we wonder if anything has changed at all.

A growing number of national and community leaders are starting to change that reality. They are calling for a dialogue about race that will help everyday people openly examine racism and race relations, and work together to make progress on this critical issue.

Those leaders realize that questions of racism and race relations touch us every day, in personal ways. Race affects where we live, where we walk, where we shop, the jobs we hold, and how we are educated. In workplaces, schools, and houses of worship, racial and ethnic divisions persist. Misperceptions, stereotyping, fear, and distrust exist in every ethnic group toward members of other ethnic groups.

Race also has a great impact on our public life. In our communities, racial and ethnic divisions prevent us from working together on pressing common concerns such as education, jobs, and crime. In our national public life, there is a longstanding stalemate on those policy issues that are directly related to our country's history of race relations. And, racial and ethnic concerns and conflicts underlie many other public issues.

Given our country's history, it is no wonder that race is so important today. Racism has played a key role for hundreds of years, clashing with our founding principles of equality and justice. The wars against Native American tribes and later discrimination against native peoples; the enslavement of Africans brought to this country and the oppression of African-Americans after they were freed; the internment of Japanese Americans during World War II; and discrimination against immigrants — all of these and more have been based on the belief that some people are inferior due to the color of their skin.

The struggle for racial equality has also played a key role in our history. In the civil rights movement, many Americans fought for racial justice. Attitudes and situations that were once the norm — racist statements by political officials, separate and inferior public institutions for blacks, the legal refusal to serve blacks in restaurants or to accommodate them in hotels — began to change as the result of heroic individual and collective struggles.

What about today? While almost everyone acknowledges that we have moved forward as a result of the civil rights movement, many people are concerned that progress has stalled. Others fear that we are actually losing ground.

Though our perspectives vary, problems with race relations still loom large for our country. These problems are complex, defying simple definitions or quick solutions. All of us — from every ethnic and racial background — have had experiences that give us unique understandings of race and its impact on our personal and public lives. As an example, many whites believe that we have made a lot of progress on racial issues, that we are "almost there." At the same time, many people of color believe that we still have a long way to go.

On such a complex issue, with so many different experiences and understandings, how can we as a society make meaningful progress?

In a democracy, progress on race relations can happen when every person takes part in defining the problems and finding ways to work with others to solve them. At the heart of that participation is democratic dialogue, where people of all racial and ethnic backgrounds sit down together and have opportunities to:

- respectfully hear each other's experiences and concerns. In this way, people can come to better understand and appreciate others, rethink stereotypes and misperceptions, and build relationships.
- consider a wide variety of views. In this way, people can grapple with the many sides of public problems, come to a more complete understanding of the issues, explore disagreements, and search for common concerns. This openness lays a strong foundation for multifaceted community collaboration and problem solving.
- devise practical actions and strategies for addressing racism and race relations. Through the dialogue, people develop new community networks and new ideas for action at every level. In this way, they have the opportunity to fulfill the potential of their deliberation by working with others to make a difference.

A growing number of communities are creating and sustaining this kind of opportunity for democratic dialogue and action on race. They are finding ways to involve people from all races and ethnicities, all political beliefs, all faiths, all education levels, and all walks of life. They are also finding ways to help community members carry their dialogue forward from meaningful personal change into collective action. As more and more communities move ahead in this challenging work, our country will make the kind of progress on race relations that many of us have dreamed of for so long.

ONE AMERICA
In The 21st Century:
The President's Initiative on Race

E PLURIBUS UNUM

ONE AMERICA DIALOGUE GUIDE

Conducting a Discussion on Race

March 1998

We encourage you to duplicate this guide

THE WHITE HOUSE
WASHINGTON

March 13, 1998

Dear Friend:

Our nation was founded on the principle that we are all created equal. We haven't always lived up to that ideal, but it has guided our way for more than two centuries. As we enter the 21st century, we know that one of the greatest challenges we still face is learning how we can come together as One America.

Over the coming decades, our country's ethnic and racial diversity will continue to expand dramatically. Will those differences divide us, or will they be our greatest strength? The answer depends upon what we are willing to do together. While we confront our differences in honest dialogue, we must also talk about the common dreams and the values we share. We must fight discrimination in our communities and in our hearts. And we must close the opportunity gaps that deprive too many Americans of the chance to realize their full potential.

I hope that you find the information contained in this kit helpful for conducting dialogues in your neighborhoods, your schools, and your places of worship. Your views and ideas are very important to me, and I urge you to help me continue the national dialogue on race by taking a leadership role in your community. Together, we can build a stronger America for the 21st century.

Thank you for helping us to meet this most important challenge.

Sincerely,

Bill Clinton

Foreword

The President has asked Americans to join in open and honest discussions about race. People from all across America have responded to the President's call and are talking about race more than ever. While these discussions may not be easy, they are necessary if we are to better understand each other, live together, and build united communities.

The attached One America Dialogue Guide will help you conduct a discussion on race. Whether you are a school teacher, police officer, student, businessperson, elected official, community leader, PTA member, or a concerned citizen, this guide is designed for you.

This manual was developed through a collaborative process led by the President's Initiative on Race and the Community Relations Service, U.S. Department of Justice, which consulted with national organizations that specialize in race dialogues. The result is a manual which represents a consolidation of thinking and practice from around the country on community dialogues on race.

We cannot underestimate the power of dialogues. When people can explore perspectives and ideas, they discover how much they share in common and learn to appreciate their differences. Dialogue is an opportunity for growth and change. Dialogue can help open our minds. Dialogue can help each of us listen better. And dialogue can bring us closer together.

Thank you for your interest in conducting a community dialogue. We hope you find our guide useful and instructive.

Sincerely,

Judith A Winston
Judith A. Winston, Executive Director
President's Initiative on Race

Rose Ochi
Rose M. Ochi, Director
Community Relations Service
U.S. Department of Justice

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1. Characteristics of Community Dialogues on Race

What do we mean by dialogue?

A dialogue is a forum that draws participants from as many parts of the community as possible to exchange information face-to-face, share personal stories and experiences, honestly express perspectives, clarify viewpoints, and develop solutions to community concerns.

Unlike debate, dialogue emphasizes listening to deepen understanding (see Appendix A, "The Difference Between Debate and and Dialogue"). Dialogue invites discovery. It develops common values and allows participants to express their own interests. It expects that participants will grow in understanding and may decide to act together with common goals. In dialogue, participants can question and reevaluate their assumptions. Through this process, people are learning to work together to improve race relations.

What makes for successful interracial dialogue?

The nature of the dialogue process can motivate people to work towards change (see Appendix A, "Examples of Race Reconciliation from Across the Nation"). Effective dialogues do the following:

- ***Move towards solutions rather than continue to express or analyze the problem.*** An emphasis on personal responsibility moves the discussion away from finger-pointing or naming enemies and towards constructive common action.
- ***Reach beyond the usual boundaries.*** When fully developed, dialogues can involve the entire community, offering opportunities for new, unexpected partnerships. New partnerships can develop when participants listen carefully and respectfully to each other. A search for solutions focuses on the common good as participants are encouraged to broaden their horizons and build relationships outside their comfort zones.
- ***Unite divided communities through a respectful, informed sharing of local racial history and its consequences for different people in today's society.*** The experience of "walking through history" together can lead to healing.
- ***Aim for a change of heart, not just a change of mind.*** Dialogues go beyond sharing and understanding to transforming participants. While the process begins with the individual, it eventually involves groups and institutions. Ultimately, dialogues can affect how policies are made.

2. Getting Started—Steps in Organizing a Dialogue

Below are some basic questions and possible answers to help you think about organizing a dialogue on race. They are meant to be a starting place. Answering these questions will help you better understand the purpose and potential of your effort. You may wish to use the worksheet following these lists to sketch a profile of your own community. More detailed steps follow these "brainstorming" questions.

Think about your community.

What's going on in our community that a dialogue on race could address?
Some possibilities—

☐ There are people of different racial groups in my neighborhood that I would like to know better.
☐ There is a race-related issue in my community that people need to talk about.
☐ People of different races live and work on opposite sides of town.
☐ There are young people from diverse racial and ethnic groups who could benefit from sharing their experiences.
☐ I would like to get the community to come together to tackle a common problem.
☐ The time is ripe for change-people are ready to do something positive.
☐ The "face" of the community is changing, and people need to acknowledge and understand the changes in a more constructive light.

Think about your goals.

If there were a dialogue on race here, what would be its goals?
Some possibilities—

☐ To improve our neighborhood by building bridges across racial lines.
☐ To build new relationships.
☐ To bring people together who do not typically talk to one another.
☐ To bring our kids together to reduce the chance of violence.
☐ To influence attitudes of local law enforcement.
☐ To better understand other cultures.
☐ To open up new economic possibilities.
☐ To create bonds between organizations that do not usually work together.
☐ To work on a community project together, such as building a playground.
☐ To build partnerships across jurisdictional lines.

Think about who should be included.

Who should be in the dialogue?
Some possibilities—

☐ My neighbors.
☐ Members of my and other religious communities.
☐ The school community-parents, teachers, administrators, and students.
☐ Police and community members.
☐ Business owners.
☐ Elected officials and community leaders.

Think about what format to use.

What type of discussion should we have?
Some possibilities—

☐ A few small groups meeting once or twice.
☐ A large public meeting with panelists and questions from the audience.
☐ A series of small groups from across the community meeting for six weeks or more, concluding with a large meeting.
☐ A year-long commitment among a group of key community leaders to study, reflect on, and discuss race relations.
☐ School projects aimed at understanding cultural differences, concluding with a multicultural potluck dinner.
☐ Study groups meeting from racially diverse congregations, concluding with a joint worship service.

Worksheet to Create Your Own Community Profile

1. What's going on in our community that a dialogue on race would address?

2. If there were a dialogue on race here, what would be its goals?

3. Who should be in the dialogue?

4. What format should we use?

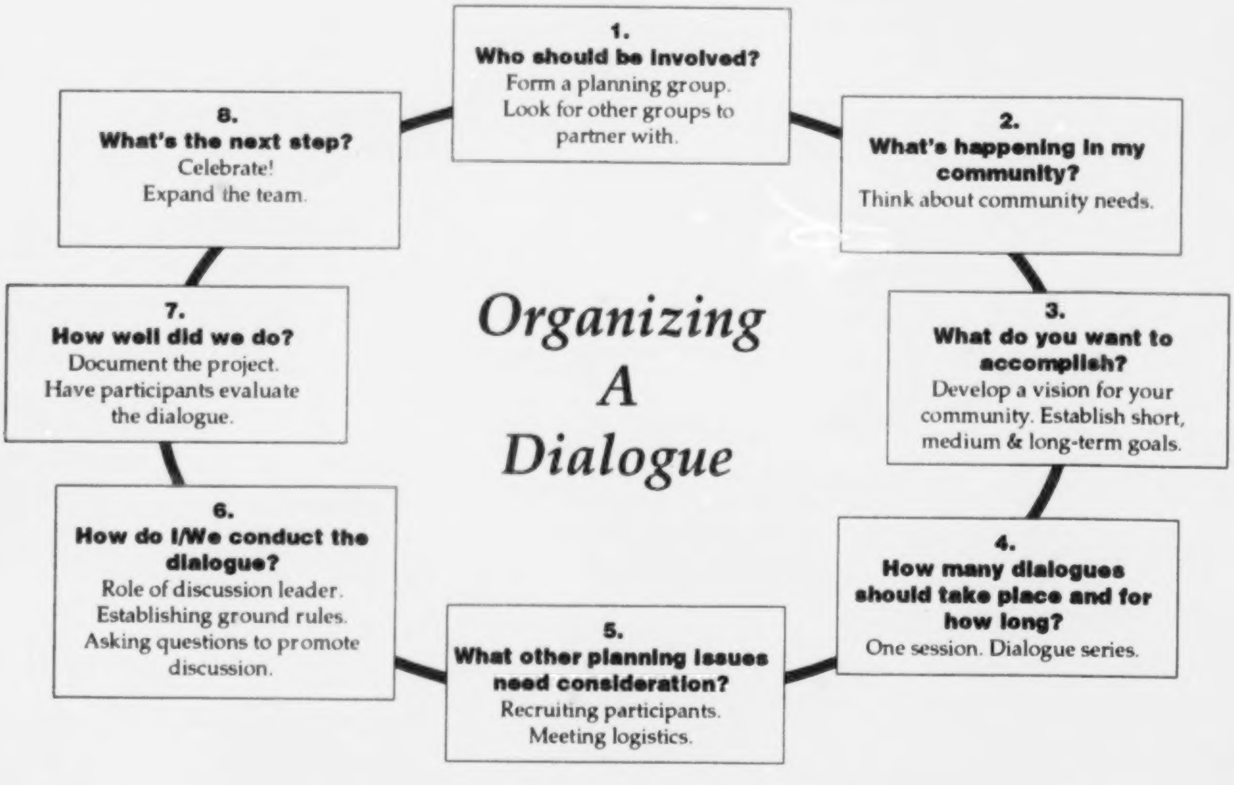
Now make some choices.

You don't have to be an expert to have an honest conversation about race. But as someone who is considering organizing a dialogue, you do have several choices ranging from the very simple to the somewhat complex. At the simple end, you can gather together a small group of friends, neighbors, or schoolmates to talk informally about race. This approach can be a constructive beginning, but will likely not produce much long-term community or institutional change. Another option is to pair existing community groups for a dialogue on race. This approach can have a larger effect on the community, depending on the groups involved. You could also create new groups from your community and bring them together for conversations on race aimed at community change. Whatever your approach, for a lasting impact on the larger community, it is a good idea to think about how you will sustain the project before you begin.

Dialogue may start at many levels and in many ways. While the guidance provided below can be adapted for the small "ad-hoc" gathering, it is generally intended for a larger effort (see figure below). The resource directory in Appendix C is a good place to locate help in organizing a dialogue on race. You should now be ready to tackle the following questions.

1. Who should be involved?

Form a planning group. If you are organizing an informal dialogue with friends, neighbors, or co-workers, for example, then the


1.
Who should be involved?
Form a planning group.
Look for other groups to partner with.
2.
What's happening in my community?
Think about community needs.
3.
What do you want to accomplish?
Develop a vision for your community. Establish short, medium & long-term goals.
4.
How many dialogues should take place and for how long?
One session. Dialogue series.
5.
What other planning issues need consideration?
Recruiting participants.
Meeting logistics.
6.
How do I/We conduct the dialogue?
Role of discussion leader.
Establishing ground rules.
Asking questions to promote discussion.
7.
How well did we do?
Document the project.
Have participants evaluate the dialogue.
8.
What's the next step?
Celebrate!
Expand the team.
Organizing A Dialogue

Eight Steps for Beginning and Sustaining a Race Dialogue

planning group may consist of just you and one or two others. However, if you are planning a more ambitious effort, then you will want to have a planning group of six or eight people who represent different backgrounds, professions, and viewpoints. Once you've assembled the group together, discuss your approach. You will need to spend enough time together to build a level of trust. This group will be the nucleus that drives the process and should "model" the kind of relationships and openness that you hope to see in the overall effort. Meeting in each other's homes can be a great way to get to know one another.

Look for other groups with which to partner. Having good partners is important for long-term success. Look for people who are already working to improve race relations and who have experiences to share. Good partners may be able to provide useful information and organizational resources. You will greatly increase your outreach to the community as well. Groups from different racial, ethnic, or religious communities can make good partners and offer networking possibilities. Such groups may include religious leaders, law enforcement, small business owners, elected officials, and various nonprofit organizations.

2. What's Happening in My Community?

Think about the needs of your community. Take an inventory. What problems do you see in the community that are related to race and ethnicity? What are the critical issues? If things are really going to change, who needs to be part of the dialogue? Who are the individuals or groups not talking to each other? What role do language barriers play in groups not talking to each other? Are there people who should be allies, who may be doing similar work, but who are competing rather than working together? What are some of the consequences of racial divisions?

3. What do you want to accomplish?

Develop a vision for your community. What is special about your community? What do the different neighborhoods or groups offer that is unique? Are there particular issues that need to be heard? Remember, difficulties faced honestly can become assets. And the most unlikely people may hold the key to far-reaching success.

Establish short-, medium-, and long-term goals. Racial reconciliation may not happen overnight, but it is important to set some attainable goals that the group can work towards together. Look for "hinge issues" around which coalitions may form-education, housing, public transportation, and safety, for example. Where possible, create task forces to study specific needs and to work on concrete action plans. This approach will keep key business and civic leaders at the table.

4. How many dialogues should take place and for how long?

Again, the answer to this question depends on what you want to accomplish. Dialogues can go from one session of two hours to a series of sessions lasting indefinitely. For example, if your goal is simply to get people you know to come together and have a conversation about race, you may only want to do one session, perhaps in your home following a social event or community function. At the other end of the spectrum, if your goal is to create institutional change in your community, you may want to launch a series of dialogues involving broad community representation. Such an effort will require partnering with other groups in the community and seeking out support services.

5. What additional planning issues might you consider?

Recruit participants. To ensure the right balance for your group(s), you may need to consider the following: First, "Which voices need to be included?" Answering that question will ensure the racial, ethnic, and religious diversity necessary for successful dialogues. Then, "Who is missing?" That answer will steer you towards others who need to be involved. Other people to contact are those in uninvolved or unaffiliated groups who, while a visible part of the community, may be harder to reach through traditional means. Generate interest by doing the following:

- ask civic leaders and other influential members of the community to help rally the public;
- identify the appropriate media for the audience you are trying to reach-consider placing an announcement in a small local weekly or monthly newspaper, on a community bulletin board, or even on an electronic community bulletin board;
- use bilingual communications;
- post an announcement in grocery stores in the community;
- invite yourself to various group meetings in the community to get the word out; and
- approach local chapters of national organizations.

Consider logistics issues. These may include:

- where to have the dialogue;
- whether any funds need to be raised; and
- mailing lists-often obtainable from other groups.

6. How do I/we conduct the dialogue?

The critical components include welcoming participants and having them introduce themselves; setting out the dialogue's purpose; establishing ground rules; promoting discussion through thoughtful questions, visual media, or other materials; and periodically summarizing and evaluating the dialogue (see Section 3, "Conducting an Effective Community Dialogue on Race").

7. How well did we do?

Document and evaluate the project. Keep a record of the individuals and groups who take part in the dialogues and of how well the discussions go. Include such things as number of participants, group composition (multiracial, youth, church, community, etc.), main topics discussed, how productive the discussions were, how they might have been improved, and other thoughts. This will allow you to see how attitudes and perceptions have changed and whether changes need to be made in the dialogue format. Emphasize that what participants share during the dialogue will not be attributed to them in any official record or document.

Have participants evaluate the dialogue. Depending on their goals, each group will evaluate the dialogue, whether a single session or a series, after it is over. Evaluations can be written and/or expressed verbally. You may wish to distribute a short evaluation form to elicit participant feedback and to measure the impact of the dialogue. Such a form might include questions such as the following:

- Why did you join the group?
- What were your expectations?
- Were you comfortable participating in the discussion?
- Did the dialogue give you new insights about how to improve race relations?
- Was the dialogue climate positive and respectful?
- Did you find the dialogue to be a valuable experience overall?
- How might it have been improved?

- Would you like to participate in a future session?
- Did the experience motivate you to act differently?
- What additional comments do you have?

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8. What's the next step?

Hold an annual public event to celebrate achievements, evaluate effectiveness, and invite new participants.

Expand the team. As the dialogues develop, include representatives of all major areas (politics, different faiths, education, business, media, etc.). With them, you may want to create a statement about your community, its history, the challenges it faces today, and your collective vision for the future.

3. Conducting an Effective Community Dialogue on Race

The racial dialogue has four phases.

The dialogue design presented here contains four phases that have proven useful in moving participants through a natural process-from sharing individual experiences to gaining a deeper understanding of those experiences to committing to collective action. Whether meeting for one dialogue session or a series of sessions, participants move through all four phases, exploring and building on shared experiences. The first phase sets the tone and explores the question ***Who Are We?*** through the sharing of personal stories. The second phase helps participants understand ***Where Are We?*** through a deeper exploration of personal and shared racial history in the community. During the third phase, participants develop a vision for the community, in response to the question ***Where Do We Want To Be?*** In the fourth phase, participants answer the question, ***What Will We Do As Individuals and With Others To Make A Difference?*** Often, they discover shared interests and start working together on specific projects.

Note: Throughout this section, a sample script for the dialogue leader is noted in *italics*. A one-page overview of a sample small group dialogue is offered in Appendix A. Many dialogue leaders will want to read through the suggested questions in this section, then develop questions tailored to the needs of their particular groups. If your group is composed of people who are experienced discussing complex racial issues with each other, the quotes in Appendix A may be useful to quickly articulate a range of perspectives about race and to stimulate discussion. A set of additional questions for each of the four dialogue phases can be found in Appendix B.

You are ready to begin the dialogue.

Phase I: Who Are We?

This phase sets the tone and context for the dialogue, which begins with the sharing of personal stories and experiences. In addition to serving an ice-breaking function, this kind of personal sharing helps to level the playing field among participants and improve their understanding by hearing each others' experiences.

Welcome, Introduction and Overview
(Suggested time—15 minutes)

It's not always easy to talk about race relations. A commitment to the dialogue process—open, thoughtful, focused—will help us make progress. Your presence here shows you want to help improve race relations in this community, and just being here is an important step.

- Explain the purpose of the dialogue and the several phases involved.
- Discuss, clarify, and set ground rules (see page 15).
- Ask people to briefly introduce themselves.
- Give an overview of the session.
- Describe your role as dialogue leader (see page 15).

Starting the Dialogue

Often the most difficult part of talking about race is getting started. People may feel uncomfortable at first and hesitant about expressing their personal beliefs. To get people talking, it may help to relate personal stories or anecdotes, or to bring up a race-related incident that has occurred within the community.

Let's begin by looking at the first question: ***Who Are We?*** *By listening to one another's personal stories, we can gain insights into our own beliefs and those of others, and come to new understandings of the issues we face. By sharing our personal experiences, we can learn more about each other as individuals and about how we have been influenced by our racial and/or ethnic origins. We can also shed light on our different perceptions and understandings of race relations.*

- Begin with questions that allow people to talk about their own lives and what is important to them. Don't focus on race at first. Give people a chance just to get to know each other as individuals and to find out what they have in common. Examples of questions to use include-
  - How long have you lived in this community?
  - Where did you live before moving here?
  - What are some of your personal interests?
  - What things in life are most important to you?

Note to dialogue leader: For groups of 15 people or fewer, keep everyone together. Groups of more than 15 people should be separated into smaller groups (3 to 5 people) for a few minutes, then brought back together.

- Explore how race affects us on a day-to-day basis. Examples of questions to use include—
  - What is your racial, ethnic and/or cultural background?
  - Did you grow up mostly around people similar to you?
  - What are some of your earliest memories of coming in contact with people different from you?
- Summarize the session at meeting's end.
- Evaluate the meeting. Ask such questions as—
  - How did you feel about this meeting?
  - Is there anything you would like to change?
- Bring the meeting to an end and defuse any tensions. You might say, *Thank you for coming. Any final thoughts? Next week, we will…*

Transition to Phase II: In preparation for the next meeting, think about the following questions: When it comes to race, what problems are we facing? What are the most serious challenges facing our community, and what are the community's greatest strengths for dealing with those challenges?

Phase II: Where Are We?

This phase explores questions that highlight our different experiences and different perceptions about the kinds of problems our society is facing with regard to race. This phase is about people expressing their different understandings about race, then exploring the underlying conditions producing them. It centers on the idea that it makes sense to talk about what we are facing before we talk about solutions. By the end of this phase, participants should have identified the themes, issues, and problems in their community.

Let's turn now to our second question: ***Where Are We?*** *The purpose of this section is to look at our current experiences of race and ethnicity and to discuss the state of race relations in our community. Since this is the part where we really get down to business as far as identifying the underlying causes of any racial issues in our community, the discussion may get a little heated at times. It is okay to feel uncomfortable, as that is part of the difficult process of making change.*

- Begin with questions that get people to talk about their current experiences with race relations. Examples include—
  - How much and what type of contact do you have with people of other races or groups?
  - Is it easier or harder than it was a few years ago to make friends of other races? Why is that so?

Note to dialogue leader: Be prepared for the level of the conversation to intensify during this phase. Remember to reassure participants that it is okay to feel agitated or uncomfortable, reminding them of the ground rules when necessary (see Section 4, "The Role of the Dialogue Leader," for more tips).

- Focus the dialogue on the state of race relations in the community. Questions to help get started include—
  - How would you describe the overall state of race relations in our community?
  - What are some of the underlying conditions affecting race relations in our community?
  - In what ways do we agree and/or disagree about the nature of our racial problems, what caused them, and how serious they are?
- Summarize the session, evaluate it, and bring the meeting to an end.

Transition to Phase III: In preparation for the next session, think about the following questions: What can we do to make progress in our community? When it comes to strategies to improve race relations and to eliminate racism, what sorts of proposals do you know about? Try to identify a broad range of possibilities. What are the pros and cons of the various approaches? When it comes to race, what direction should our public policies take? What goals and values should shape our policies?

Phase III: Where Do We Want To Go?

The goal of this phase is to move away from the "me" and get people to think and talk about possible directions for change. In this segment, participants begin to build their collective vision. They first identify what would be a part of that vision and then "brainstorm" about how they could all help to build it (suggest "we" statements be used). By the end of this session, participants should have identified accomplishments, barriers to overcome, and opportunities for further action.

*Let's turn our attention to the question, **Where Do We Want To Go?** We share a common desire to improve race relations so let's talk about what we mean by that and explore specific things we might do to achieve that goal.*

- Have participants talk about their vision of what they would like to see in the community. You could ask questions such as-
  - How would you answer the question of where we want to go in race relations?
  - If we had excellent race relations, what kinds of things would we see in the community? Hear in the community? Feel?
- Help participants to build their future vision. Ask questions like-
  - What are the main changes that need to happen to increase understanding and cooperative action across racial lines?
  - What are some of the helping/hindering forces in our community?

Note to dialogue leader: The heart of the session is generating a range of viewpoints on how our society and community might address and make progress on race relations. As you sift through the views, remember to give a fair hearing to the ideas that come up.

- Turn the dialogue to the question of what individuals can do towards improving race relations. Ask questions like-
  - What things have you seen that give you hope for improved race relations?
  - What are some steps we could take to improve race relations in our neighborhood? In our workplace? In our organizations? In our schools? In our community?
- Explore the roles that the community's institutions and government play in helping race relations. How could they do a better job?
- Summarize the session, evaluate it, and bring the meeting to an end.

Transition to Phase IV: I hope that you all have begun to have a vision of what this community could look like if the positive changes we've discussed were to actually take place. When we come back together next session, we will be talking about what we can do as individuals and with others to really make a difference. For the next session, think about these questions: What kinds of concrete steps can you take in your everyday life-by yourself and with others-to improve race relations in the community? What do you think is most needed in this community?

Phase IV: What Will We Do, As Individuals and With Others, To Make a Difference?

The purpose of this session is to begin a productive conversation on specific actions that individuals will take, by themselves or with others, to make a difference in their communities. This session presents a range of concrete actions for change.

While the racial issues we are facing in our communities sometimes seem overwhelming, it is possible to make a difference. By participating in this dialogue, you have already crossed the racial divide looking for better understanding and strategies that work. The purpose of this session is to draw out ideas for steps we can take-as individuals, in groups, and as a whole community-to face the challenge of race-related issues.

- Try to get participants to move from words to actions. Ask questions like—
  - What is each of us personally willing to do to make a difference?
  - How can you connect with others who share your concerns?
  - Should we continue and expand this dialogue, get more people involved? How could we do that?
  - Are there other issues and concerns that we should address using dialogues?
  - What will we do to ensure follow-up?
- Brainstorm action ideas with participants, recording their responses on a flip chart. Share any follow-up plans.
- Summarize the session, evaluate it, and bring the meeting to an end.
- Pass out an evaluation form (see Section 2, page 9, for possible questions).

4. The Role of the Dialogue Leader

The dialogue leader's role is an important one that requires especially good listening skills and knowledge of when not to talk. The dialogue leader must also help set and follow ground rules for participation in the dialogue. Establishing rules helps to create a safe environment for openness and sharing. The dialogue leader's basic responsibility is to the group as a whole, while also considering each person's individuality and level of comfort.

Leading a dialogue is an intensive activity requiring a high level of alertness and awareness. That is why dialogues are often conducted by two or more leaders. It may be particularly valuable to have co-leaders who are of a different race or ethnic background and gender. Co-leadership can help to balance the dialogue and "model" the type of collaboration you hope to encourage.

Discussion leaders are critical to making the dialogue work.

While the leader of a dialogue does not need to be an "expert" or even the most knowledgeable person in the group on the topic being discussed, he or she should be the best prepared for the discussion. It is up to the dialogue leader to keep the group moving forward, using phrases that enhance conversations and encourage discussion. This means understanding the goals of the dialogue, thinking ahead of time about the directions in which the discussion might go, and preparing questions to help the group tackle their subject. The dialogue leader guides the process to ensure that it stays on track and avoids obstacles that could derail it. While the discussion leader guides the dialogue, he or she is also impartial in it, that is, not favoring one person or point of view and not adding personal opinion. The dialogue leader lets the participants dictate the flow of the discussion. Solid preparation will enable you to give your full attention to how the participants are relating to each other and to what they are saying.

The dialogue leader plays several roles.

At the start of the session, remind everyone that the purpose is to have an open, honest, and cooperative dialogue, and that your role as leader is to remain neutral, keep the discussion focused, and follow the ground rules. Before the discussion begins, help the participants establish ground rules and ensure that all participants are willing to follow them. Ground rules must emphasize respect, listening, honesty, and the importance of sharing time equitably. Stress the importance of respecting different opinions and perspectives. You might post the following sample ground rules on a flip chart, or give one sample ground rule and ask the group to come up

Suggested Basic Ground Rules for Dialogues

Some basic ground rules for dialogues might include the following:

- We will respect confidentiality.
- We will share time equitably to ensure the participation of all.
- We will listen carefully and not interrupt.
- We will keep an open mind and be open to learning.
- We will not be disrespectful of the speaker even when we do not respect the views.

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with more. You could then ask, "Are there any questions about these ground rules? Can we all agree to them before we continue?

The following tips describe what a good dialogue leader should strive to do:

- ***Set a relaxed and open tone.*** Welcome everyone and create a friendly and relaxed atmosphere. Well-placed humor is usually appreciated.

- ***Stay neutral.*** This may be the most important point to remember as the leader of a dialogue. You should not share your personal views or try to advance your agenda on the issue. You are there to serve the discussion, not to join it.

- ***Stress the importance of confidentiality.*** Make sure participants understand that what they say during the dialogue session is to be kept completely confidential. Define for them what confidential means. For instance, it is not all right to speak outside of the dialogue about what someone else said or did. It is all right to share one's own personal insights about the issue of race and racism as a result of the process.

- ***Encourage openness about language.*** Dialogue leaders should encourage participants to offer preferred terms if a biased or offensive word or phrase should come up during the dialogue.

- ***Provide bilingual translation, if necessary.*** Also, ensure that provided material is translated into the participant's first language, or recruit bilingual discussion leaders.

- ***Keep track of who is contributing and who is not.*** Always use your "third eye." You are not only helping to keep the group focused on the content of the discussion, but you are monitoring how well the participants are communicating with each other-who has spoken, who has not, and whose points have not yet received a fair hearing. A dialogue leader must constantly weigh group needs against the requirements of individual members.

- ***Follow and focus the conversation flow.*** A dialogue leader who listens carefully will select topics raised in the initial sharing. To help keep the group on the topic, it is helpful to occasionally restate the key question or insight under discussion. It is important to guide gently, yet persistently. You might ask, *"How does your point relate to the topic?"* or state, *"That's an interesting point, but let's return to the central issue."* Keep careful track of time.

- ***Do not fear silence.*** It is all right if people are quiet for a while. When deciding when to intervene, err on the side of nonintervention. The group will work its way out of a difficult situation. Sometimes group members only need more time to think through alternatives or to consider what has just been said.

- ***Accept and summarize expressed opinions.*** "Accepting" shows respect for each participant in the group. It is important for the dialogue leader to make it clear that dialogue discussions involve no right or wrong responses. One way to show acceptance and respect is to briefly summarize what is heard and to convey the feeling with which it was shared. Reflecting both the content and the feeling lets the person know that she or he has been heard. For example, you might say: *"It sounds like you felt hurt when you were slighted by someone of a different race."* Once in a while, ask participants to sum up the most important points that have come out in the discussion. This gives the group a sense of accomplishment and a point of reference for more sharing.

- *Anticipate conflict and tend to the ground rules.* When conflict arises, explain that disagreement over ideas is to be expected. Remind participants that conflict must stay on the issue. Do not allow it to become personal. Appeal to the group to help resolve the conflict and abide by the ground rules. You may have to stop and reference the ground rules several times throughout the discussion.

- *Close the dialogue.* Give participants a chance to talk about the most important thing they gained from the discussion. You may ask them to share any new ideas or thoughts they've had as a result of the discussion. Ask them to think about what worked and what didn't. You may want to encourage the group to design a closing activity for use at each session. Provide some time for the group to evaluate the process in writing. A brief evaluation allows participants the chance to comment on the process and to give feedback to the dialogue leader. Remember to thank everyone for their participation.

Here's how to handle some challenging situations.

The best method for handling challenging situations is to anticipate them and be prepared. Each interracial dialogue is a unique experience, providing new opportunities for the discussion leader. Even those who have been facilitators for many years are often faced with new problems requiring on-the-spot creative action. There are no certain answers; sometimes groups just do not go well, and other times all participants seem engaged and satisfied. The following scenarios present some possible challenges to the dialogue leader and offer some guidelines for handling them.

THE CHALLENGE

The group is slow to respond to the process.

How to Handle It: Check to determine whether your directions have been understood. You may need to restate the purpose of the process and how it should be carried out. You may also have people who resist participating because of "power" issues in the group. If so, invite them to participate to the degree they feel comfortable. Assure them that the purpose of the process is to share different insights, experiences, and personal reflections on the topic. However the members choose to participate is valuable. It is also important to make sure members are physically comfortable.

THE CHALLENGE

One or a few members dominate the dialogue.

How to Handle It: The instructions you give to participants about respecting time limits are helpful. Invite participants to be conscious of each person having time to share his or her reflections, ideas, and insights. It may be helpful to invoke the ground rule "It is important to share time equitably" when a few individuals dominate the discussion. Another solution is to tell the group you want to hear from those who have not said much. Participants will look to you to restrain domineering members. Sometimes, this situation happens when those dominating the dialogue feel they have not been heard. Restating the essence of what they've expressed can show that you have understood their point of view.

THE CHALLENGE

The dialogue leader feels strongly about an issue and has trouble staying unbiased.

How to Handle It: The dialogue leader needs to remain on task, which is to guide the process and to elicit and respect all members' thoughts. If leaders really respect the views of others, show interest and curiosity for other experiences and viewpoints, it will not be difficult to keep personal ideas from over-influencing the dialogue. This is not to say that the dialogue leader never shares with the members in the process. However, you must guard against moving from a discussion leader into a "teacher/lecturer" mode.

THE CHALLENGE

A participant walks out of a group following a heated conflict.

How to Handle It: Sometimes the conversation may become heated. Other times, people may seem to be on the verge of fighting; and sometimes they may even walk out. The best way to deal with conflict is to confront it directly. Remind participants that they were told initially to expect conflict but that they agreed to respond to differences respectfully. The dialogue leader should always stop name-calling, personal attacks, and threats. This is one situation where you should readily appeal to the group for support. If they accepted the ground rules, they will support you.

Appendices

A. Additional Resources
   1. A Sample Small Group Dialogue
   2. The Difference Between Debate and Dialogue
   3. Examples of Racial Reconciliation from Across the Nation

B. Additional Questions for the Four Phases of Dialogue

Appendix A1.
A Sample Small Group Dialogue

The following is an overview of a generic small group dialogue. This format is based on a group of 8 to 15 participants, guided by an impartial leader using discussion materials or questions. As a rule, adults meet for two hours at a time; young people for an hour to an hour and a half.

1. **Introductions, roles, and intentions of the dialogue.** The session begins with group members briefly introducing themselves after the dialogue leader has welcomed everyone. The dialogue leader explains his or her role as "neutral," one of guiding the discussion without adding personal opinions. It is important to include an overview of the dialogue effort, the number of meetings planned, the organizers, the goals of the program, and any other relevant information.

2. **Ground rules.** Central to the opening dialogue is establishing ground rules for the group's behavior and discussion. Start with a basic list and add any others the group wants to include. Post the ground rules where everyone can see them, and remember that you can add more to the list as needed. The group should be sure to discuss how to handle conflict and disagreement, as well as the need for confidentiality.

3. **Discussion.** Begin by asking participants what attracted them to this dialogue, perhaps asking, "Why are you concerned about issues of race?" or "How have your experiences or concerns influenced your opinions about race?" The heart of the discussion follows. Members can answer a series of questions, use prepared discussion materials with various viewpoints, read newspaper articles or editorials, look at television clips, or review information on the state of race relations in their community. Whatever method is selected, it is important to structure the discussion so that it goes somewhere, is grounded in concrete examples, and offers participants a chance to take action on the issues. Dialogue participants may get frustrated if they feel the conversation is too abstract, too vague, or "going around in circles."

The dialogue leader will keep track of how the discussion is going. Is it time for a clarifying question or a summary of key points? Are all members fully engaged, or are some people dominating? Is the discussion wandering and calling for a change in direction? The participants can summarize the most important results of their discussion and consider what action they might take individually or together.

4. **Evaluation and conclusion.** In the final minutes, participants can offer their thoughts on the experience. If meeting again, this is the time to look ahead to the next meeting. If this is the last dialogue, thank the participants and ask for any final thoughts for staying involved in the effort. Participant evaluations of the dialogue can be expressed verbally and/or in writing. It may also be helpful for dialogues to be loosely recorded, if possible. Such documentation could help to measure the success of the dialogue and identify any needed improvements.

Appendix A2.

The Difference Between Debate and Dialogue

Debate...	Dialogue...
is oppositional: two sides oppose each other and attempt to prove each other wrong.	is collaborative: two or more sides work together towards common understanding.
has winning as the goal.	has finding common ground as the goal.
lets one side listen to the other side in order to find flaws and to counter its arguments.	lets one side listen to the other side in order to understand.
defends assumptions as the truth.	reveals assumptions for reevaluation.
causes critique of the other position.	causes introspection of one's own position.
defends one's own positions as the best solution and excludes other solutions.	opens the possibility of reaching a better solution than any of the original solutions.
creates a closed-minded attitude, a determination to be right.	creates an open-minded attitude, an openness to being wrong and an openness to change.
prompts a search for glaring differences.	prompts a search for basic agreements.
involves a countering of the other position without focusing on feelings or relationship and often belittles or deprecates the other person.	involves a real concern for the other person and does not seek to alienate or offend.

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Appendix B.
Additional Questions for the Four Dialogue Phases

The following questions may be used to guide participants through each phase of a dialogue. Whether meeting for one session or a series of sessions, participants should progress through all four dialogue phases. The questions are organized under each phase according to how many sessions are planned. For each dialogue phase, select the question set(s) to fit your format.

Phase I —Who Are We?

For 1 Session:
- What are your first memories of learning that there was something called race?
- Have you ever felt different because of your race. If so, what was your first experience of feeling different?
- How much contact do you have now with people from other races? What type of contact is that?

For 2-3 Sessions (consider these):
- What was your first exposure to messages that concern racial stereotypes? Who told you about them?
- When did you first discover that some people thought about race very differently than you?
- What experiences have shaped your feelings and attitudes about race and ethnicity?

For 4 or More Sessions (consider these):
- What did you believe about race relations in your community growing up?
- What is your family history concerning race? Did racial issues affect your parents and grandparents?
- What early experiences have shaped your feelings and attitudes about race?

Phase II—Where Are We?

For 1 Session:
- What experience have you had in the past year that made you feel differently about race relations?
- If you had such an experience, what are the conditions that made that experience possible? If you did not have an experience, what makes such experiences rare? What do we make of our answers?
- Is race something you think about daily?
- How much contact do you have now with people from other races? What type of contact is that?
- What are the underlying conditions that influence the quality and quantity of our contact with people from other races?

For 2-3 Sessions (consider these):
- Can you think of a recent experience when you benefited or suffered from people having a stereotype about you?
- What are the underlying conditions that create the various ways we answer that question?
- Can you think of a recent time when someone's understanding of race made your action or statement have a different impact than you intended?
- Can you think of a time when you wondered whether your behavior towards others was affected by a racial stereotype, or by other racial issues?

For 4 or More Sessions (consider these):
- How would you describe the overall state of race relations in our community?
- What do you tell young people about the racial situation in our community?

- Is it important to share our perspective, or let them find out for themselves?
- What are the underlying conditions or barriers that hinder better race relations?
- In what ways do we agree or disagree about the nature of racial problems, what caused them, and how serious they are?
- What are the underlying conditions that might make us have different approaches to talking to youth about race?
- Which is the bigger problem in people understanding today's community challenges: people overemphasizing race or under-emphasizing race?
- Is it a little easier to relate to people from your same race than to relate to people from other races? Why?
- What are the barriers (in you, others, or in society) that sometimes make it difficult to relate to people of other races and cultures?

Phase III—Where Do We Want To Go?

For 1 Session:

- What needs to happen for people to have more positive experiences with race relations?
- What would have to happen so that people were not made to feel different because of race?
- What would have to happen for people to have more frequent and more meaningful contact with people from other races?

For 2-3 Sessions (consider these):

- What would have to happen for our society to have fewer racial stereotypes?
- What would have to happen so that people from different backgrounds could more easily work through their understandings of how race affects day-to-day situations?
- What are we, either independently or with others, willing to do so that we have more interactions that contribute to better race relations?

For 4 or More Sessions (consider these):

- In what specific ways do you wish race relations were different in our community? What would have to happen so that race relations would improve?
- What would have to happen so that youth had an informed and optimistic understanding of race relations?
- What can we agree needs to happen to improve race relations, even if we have different ways of understanding history?

Phase IV—What Will We Do, As Individuals and With Others, To Make A Difference?

For 1 Session:

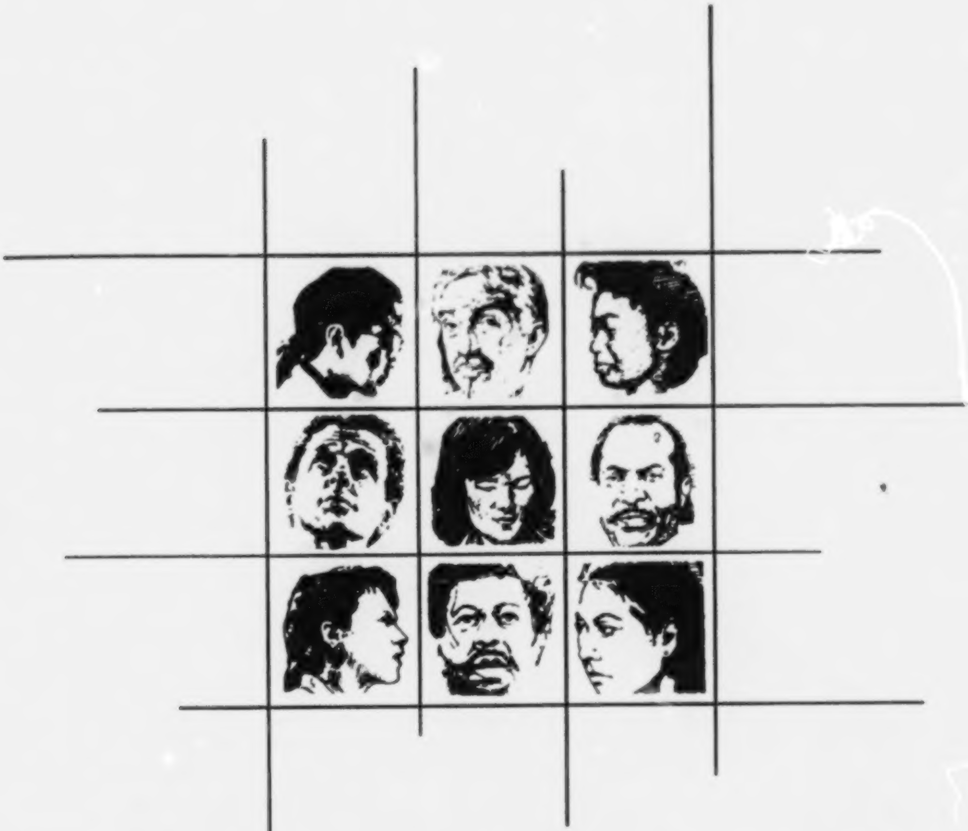
- What are we, either independently or with others, willing to do so that we have more interactions that contribute to better race relations?
- What are we, either independently or with others, willing to do so that people have more frequent and meaningful contact with people from other races?
- What are some actions we might encourage community, business, or government organizations to take?

For 2-3 Sessions (consider these):

- What are we, either independently or with others, willing to do to reduce the affect of racial stereotypes in our lives and community?
- What are we, either independently or with others, willing to do to lessen misunderstandings about race?

For 4 or More Sessions (consider these):

- What are we, either individually or in groups, willing to do to improve race relations?
- What are we going to do, either independently or with others, to make it easier for people to relate to those in other groups?



Facing the Challenge of Racism and Race Relations:

Democratic Dialogue and Action for Stronger Communities

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* The Study Circles Resource Center offers eight discussion guides on various topics. *Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities* is one of those eight. For the complete list of discussion guides, see the order form which follows.

STUDY CIRCLES
RESOURCE CENTER

Basic information about the Study Circles Resource Center

What is a study circle?
The study circle is a simple process for small-group deliberation. There are just a few defining characteristics:

- A study circle is comprised of 8-12 people who meet regularly over a period of weeks or months to address a critical public issue in a democratic and collaborative way.
- A study circle is facilitated by an impartial person who is there not to act as an expert on the issue, but to serve the group by keeping the discussion focused, helping the group consider a variety of views, and asking difficult questions.
- A study circle looks at an issue from many points of view. Study circle facilitators and discussion materials give everyone "a home in the conversation," and help the group explore areas of common ground.
- A study circle progresses from a session on personal experience ("how does the issue affect me?") to sessions providing a broader perspective ("what are others saying about the issue?") to a session on action ("what can we do about the issue here?").

What is the Study Circles Resource Center (SCRC)?
SCRC was established in 1990 to promote the use of study circles on critical social and political issues. It is a project of the Topsfield Foundation, a private, nonprofit, nonpartisan foundation whose mission is to advance deliberative democracy and improve the quality of public life in the United States. SCRC operates by creating study circle organizing and discussion materials, distributing those materials free of charge to organizers of large study circle programs, and providing free technical assistance to organizers.

What is a community-wide study circle program?
Study circles can take place within organizations, such as schools, unions, or government agencies. They have their greatest reach and impact, however, when organizations across a community work together to create large-scale programs. These community-wide programs engage large numbers of citizens – in some cases thousands – in study circles on a public issue such as race relations, crime and violence, or education. Broad sponsoring coalitions create strong, diverse community participation. Participants in study circles have an opportunity to make an impact on an issue they care about.

How do community-wide study circle programs come into being?
Typically, a single organization such as a mayor's office, a school board, or a human relations commission spearheads and staffs the project. In most communities, an initiating organization takes the first step by approaching other key organizations to build a sponsoring coalition. Most community-wide programs have 10-30 organizations as sponsors or endorsers. Grass-roots organizations such as churches, neighborhood associations, businesses, schools, and clubs often take part.

Basic steps in organizing a community-wide program

Study circle programs that create opportunities for dialogue across an entire community require a strong organizing effort. To ensure broad community involvement, consider these basic steps:

1. Find an ally or two.
2. Build a coalition of community leaders from various organizations and agencies that represent many segments of the community. Think about partnering with organizations that you don't always work with. Be sure to include organizations that have the staff, resources, and media clout to pull the program together, along with other organizations whose main resources are potential study circle leaders and participants (for example, churches, Chambers of Commerce, local governments, education institutions, and neighborhood associations). In particular, reach out to organizations and people who don't normally get involved in community activities. Ask yourself who is missing from the group, and then invite them to get involved .
3. Hold a pilot study circle with this core group of people. As this group expands, continue to use pilot study circles to give the new recruits an understanding of the process and the ability to talk about it from personal experience.
4. Decide how your coalition will handle the overall coordination of the program. The coalition will need to:
    a. Find a coordinator or coordinators, either paid staff or volunteer.
    b. Find, recruit, and train facilitators. These might be members of co-sponsoring organizations, people who have been trained in mediation or conflict resolution, or members of local leadership development programs. The continuing education department of a nearby university, or the local community education association, may be willing to organize the training.
    c. Set the timeline. The study circles should meet within a two or three-month period so that all of the study circles are going on around the same time.
    d. Think about logistics. This includes such things as suitable sites with convenient parking (often found in churches, libraries, schools, union halls), food, child care, transportation, wheelchair accessibility, flip charts or tablets, and other supplies.
    e. Begin working with the media. Explore ways to involve local media in a variety of ways including publicity, news, editorials, public service announcements, etc. Newspapers or television stations might consider joining the coalition as full partners.
    f. Make arrangements for an evaluation effort. Look to universities or other organizations who might be willing to help you assess your program.
    g. Plan the kickoff event. This will be an opportunity for the coalition to broadcast the call for dialogue to potential study circle participants, generating media coverage and greater community visibility.
    h. Start thinking about an action forum. Set a date early, and let the people who are involved in the program know about your plans so they can save the date.
5. Recruit participants from a broad cross section of the community. This is easier, of course, if your working group is representative of the community and can recruit from its ranks.
6. Hold the kickoff event. This event gives you an opportunity to let participants know that they are part of something big. Include high-profile speakers, an explanation of what study circles are, testimonials from pilot study circle participants, and breakout study circle sessions.

— STUDY CIRCLES BEGIN ALL OVER THE COMMUNITY —

7. Coordinate and support the study circles. Work to achieve diversity in each circle. Bring the facilitators together periodically to debrief and share successes and challenges. (Instead of allowing people to join circles that have already formed, collect names of latecomers to form new groups.)
8. Plan an action forum. This should be a large meeting where study circle participants report to the larger group on their action ideas, have a chance to sign up for task forces where they can work on implementing those ideas, and celebrate their experience.

— STUDY CIRCLES CONCLUDE —

9. Hold an action forum. As the task forces take on action projects, find ways to publicize and strengthen their efforts.

See next page for description of
Planning Community-Wide Study Circle Programs: A Step-by-Step Guide.

"How do we make a community-wide study circle program happen in our community?"

Planning Community-wide Study Circle Programs: A Step-by-Step Guide has the answers.

Study circles – small, democratic, highly participatory discussions – provide ways for people to build community and resolve public problems. In communities across the country, thousands of everyday people are meeting in study circles and making real progress on some of the most difficult issues of our time.

Planning Community-wide Study Circle Programs: A Step-by-Step Guide reflects what SCRC has learned from working with organizers of large-scale study circle programs. In addition to stories of successful programs, it includes sample documents and how-to advice on:

- ✓ building strong sponsoring coalitions
- ✓ selecting or writing discussion materials
- ✓ recruiting and training facilitators
- ✓ coordinating sites, schedules, and budgets
- ✓ recruiting broadly from the community to involve large numbers of people
- ✓ organizing kickoffs and action forums
- ✓ working with the media
- ✓ creating structures to foster ongoing citizen involvement

What do study circle programs accomplish? By participating in study circles, everyday people gain "ownership" of the issues, and begin thinking of themselves as members of a community capable of solving its problems. They gain deeper understanding of others' perspectives and concerns. They discover common ground and a greater desire and ability to work together – as individuals, as members of small groups, as members of large organizations in the community, and as voters.

How does SCRC support community-wide study circle programs? At no charge, SCRC staff members work with community leaders at every stage of creating a community-wide study circle program: putting organizers from different communities in touch with one another; advising on organizing and coalition building; consulting on material development; and writing letters of support for funding proposals. SCRC also provides free discussion materials for carefully designed, community-wide study circle programs. Study circle discussion materials are available on many of today's critical issues, including education, crime and violence, diversity, youth, immigration and race relations.

Planning Community-Wide Study Circle Programs: A Step-by-Step Guide

Can be ordered from the Study Circles Resource Center order form on page A-41

Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities

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Race relations and racism: Experiences, perceptions, and beliefs

1

The purpose of this session is to share some personal experiences, stories, and perspectives about race relations, and to think about how race affects us on a day-to-day basis. It's not always easy to talk about race relations. A commitment to the study circle process — open, thoughtful, focused discussion — will help you make progress. By listening to one another's stories, we can gain insights into our own beliefs and those of others, and come to new understandings of the issues we face.

A note to the facilitator:

To manage time efficiently, many groups find that breaking this session into two parts is a useful strategy. Using a handful of questions selected from the list below, you might spend the first hour talking about personal experiences. In the second hour, ask the group to discuss the cases (see "Looking at the Cases"), which are concrete examples of everyday encounters where race may be at play. They are designed to help participants build a bridge between their own experiences and those of others.

Beginning the discussion

1. **Talk for a few minutes about your racial, ethnic, or cultural background.**
2. **Relate a story or give an example to illustrate how your background or experiences have contributed to your attitudes about race relations.**
3. **Have you experienced racism personally? Have you seen it in practice? How has it affected you or people you know?**
4. **In what ways do your attitudes toward persons of other racial or ethnic groups differ from those of your parents?**
5. **You probably have heard expressions of prejudice from family members, friends, co-workers, or neighbors. How do you think they learned their prejudice? How do you feel when you hear these expressions? How do you react?**
6. **How often do you have contact with people of other races or ethnic groups? under what circumstances — at work, at social events, in stores, in other places?**
7. **Do you have friends of other races? If not, why? If so, how did you get to know them?**
8. **How do you help your children deal with racism? How do you help them understand race relations?**

Looking at the cases

Read over the list of cases below. Choose a few to discuss. The following questions may be useful for your discussion:

9. **What is your first response to each of these cases?**
10. **What, if anything, do you think the people described in each case should do?**
11. **What, if anything, do you think organizations — such as businesses, congregations, and civic groups — should do?**
12. **What, if anything, do you think the government should do?**
13. **What, if anything, would you do if you were the person involved? if you were looking on?**
14. **Tell a story about something that has happened to you or a member of your family. Why is it important to you? Is it an example of a common experience, or not?**

Case 1:
A Latina woman does not get a job as a receptionist because she speaks English with an accent.

Case 2:
A white man who wants to be on the police force is not hired, while several minority applicants with equal scores on the qualifying test are hired.

Case 3:
A black couple tells their children to be extra careful at the shopping mall. The parents remind the children to stay together, and they also advise the children to keep receipts for everything they buy.

Case 4:
A recent newspaper article made public charges of discrimination that were raised against a local bank. An investigation of mortgage loan approvals revealed that rejection rates were higher for blacks and for biracial families, despite solid credit histories.

Case 5:

An environmental survey of a small city shows that poor minority neighborhoods have much higher levels of the kinds of pollution which cause health problems and birth defects.

Case 6:

An African-American woman who works at a mostly white corporation notes that some of her white co-workers are more likely to find fault with her when she wears braids in her hair and dresses in African fashions.

Case 7:

A group of African-American college students starts a new fraternity on campus. They hold parties and other events, and invite only other African-Americans.

Case 8:

An Hispanic man who works as a middle manager in a company is fired because his boss says he doesn't produce results. He claims the color of his skin was an important factor in this decision. He says he has always felt that he was being treated differently by his co-workers, but he has been afraid to speak out until now.

Case 9:

An Asian American woman has cosmetic surgery on her eyes so that they'll have a more "Anglo" look, feeling that she'll be more attractive this way.

Case 10:

A state university decides that it will no longer take a student's race into consideration when making admissions decisions. The next year, the number of nonwhite students entering the school drops sharply.

Case 11:

You and your date are walking to your car after seeing a late movie. You see a group of young black men coming toward you. They are wearing baggy clothes and talking loudly. Fearing a confrontation, you cross the street.

Case 12:

After a terrorist incident is featured in the news, a man who is from the Middle East feels that people are suspicious of him.

Case 13:

A Mexican American family tries to rent an apartment in a part of town that is mostly white. When they arrive to see the place, the landlord tells them he rented the apartment that morning. The family has doubts.

Case 14:

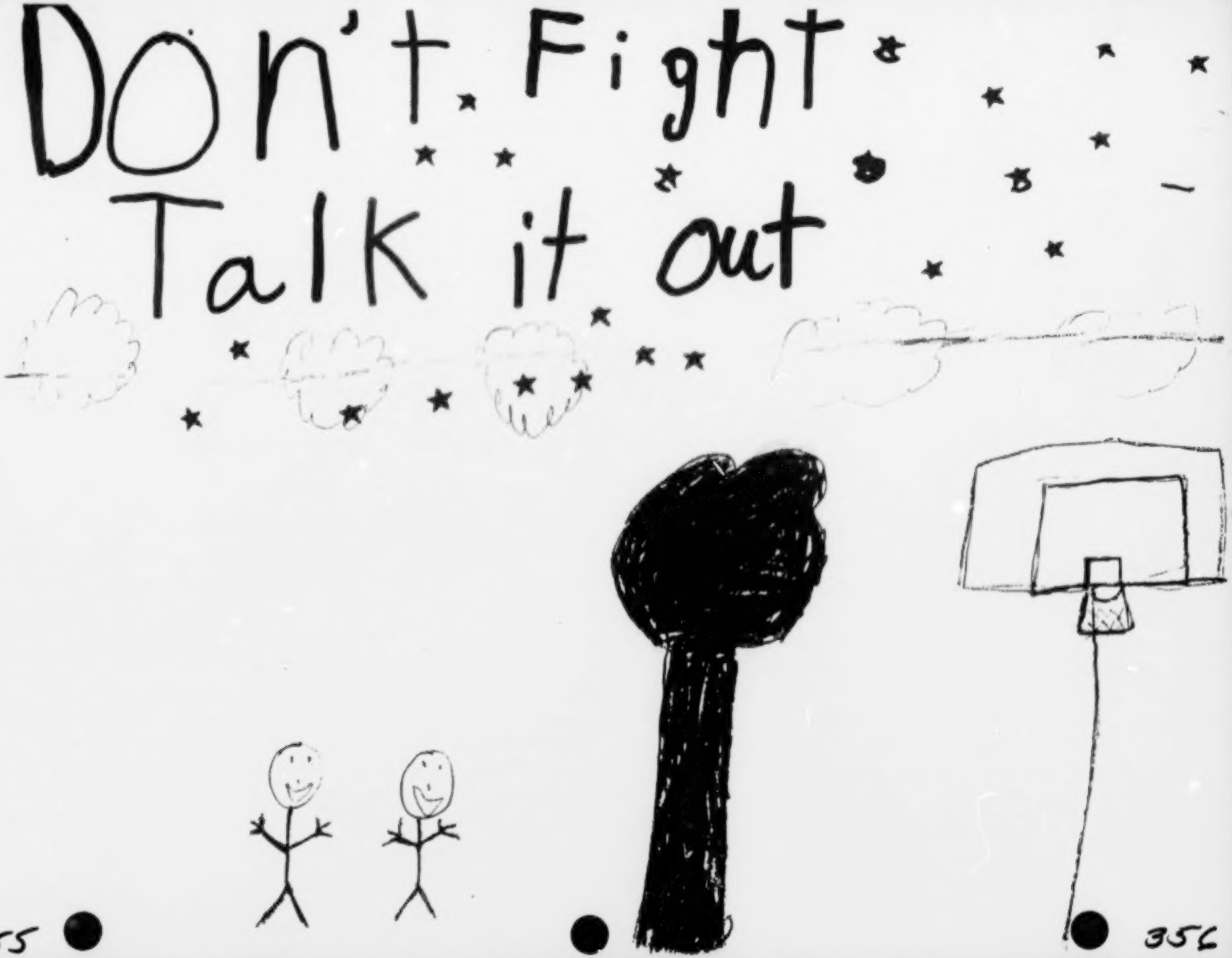
A white couple is looking for a house. Their real estate agent steers them toward houses in white neighborhoods, never showing them houses available in other sections of town.

Wrap-up questions

1. **Why did you decide to take part in this study circle program?**
2. **What would it take for these discussions to be meaningful to you?**

In preparation for the next meeting, think about the following questions:

When it comes to race, what problems are we facing?
What are the most serious challenges facing our community, and what are the community's greatest strengths for dealing with those challenges?


Don't Fight
Talk it out

STUDY CIRCLES
RESOURCE CENTER

Topical Discussion Guides and Other Resources

Publications of the Study Circles Resource Center (SCRC) include topical discussion guides and how-to material for study circle organizers, facilitators, and trainers.

	Price	Quan	Amt.
Comprehensive Discussion Guides See corresponding Busy Citizen's discussion guides below			
Education: How Can Schools and Communities Work Together to Meet the Challenge? — A multiple-session discussion guide examining the challenges schools face and the ways in which citizens and educators can improve education; 1995	5.00		
Building Strong Neighborhoods: A Guide for Public Dialogue and Problem Solving — Offers sessions on many important neighborhood issues including: Race and other kinds of differences, Young people and families, Safety and community-police relations, Homes, housing and beautification, Jobs and neighborhood economy, and Schools, 1998	5.00		
Confronting Violence in Our Communities: A Guide for Involving Citizens in Public Dialogue and Problem Solving — A four-session discussion guide examining how violence affects our lives, what causes violence, and what can be done in neighborhoods and in schools; 1994 (note: there is no Busy Citizen available with this guide)	5.00		
Facing the Challenge of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities — A five-session discussion guide including recommendations for tailoring the discussions to a particular community or organization's concerns; 3rd ed. 1997	5.00		
Youth Issues, Youth Voices: A Guide for Engaging Young People and Adults in Public Dialogue and Problem Solving — A multiple-session discussion guide to help young people and adults address the community issues which involve and impact them; 1996	5.00		
Changing Faces, Changing Communities: Immigration & race relations, education, language differences, and job opportunities — A six-session discussion guide designed to help communities face the challenges and meet the opportunities raised by the arrival of newcomers; includes pointers on how to involve public officials; 1998	5.00		
Smart Talk For Growing Communities: Meeting the Challenges of Growth and Development — A five-session guide for public dialogue and problem-solving; includes tips on involving public officials; 1998	5.00		
Toward a More Perfect Union in an Age of Diversity: A Guide for Building Stronger Communities through Public Dialogue — A four-session guide examining ideas about unity, diversity, and pluralism, and how they affect us as members of our communities and our country; 1997	5.00		
The Busy Citizen's Discussion Guides Compact and concise, the Busy Citizen's guides on education, violence, race, growing communities, youth, immigration, growth and urban sprawl, and pluralism correspond to the comprehensive guides listed above			
The Busy Citizen's Discussion Guide: Education in Our Communities (1995)	1.00		
The Busy Citizen's Discussion Guide: Violence in Our Communities (1994)	1.00		
The Busy Citizen's Discussion Guide: Facing the Challenge of Racism and Race Relations 3rd ed. (1997)	1.00		
The Busy Citizen's Discussion Guide: Youth Issues, Youth Voices (1996)	1.00		
Guia de discusión para el ciudadano activo — Spanish translation of Busy Citizen's booklet on violence (1995)	1.00		
The Busy Citizen's Discussion Guide: Toward a More Perfect Union in an Age of Diversity (1997)	1.00		
Changing Faces, Changing Communities: Immigration & race relations, education, language differences, and job opportunities 2nd ed. (1998)	1.00		
Smart Talk For Growing Communities: Meeting the Challenges of Growth and Development (1998)	1.00		
Balancing Justice: Setting Citizen Priorities for the Corrections System (1996)	1.00		
The Busy Citizen's Discussion Guide: Sexual Harassment (1992)	1.00		
The Busy Citizen's Discussion Guide: Civil Rights for Gays and Lesbians (1993)	1.00		

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	Price	Quan.	Amt.
"How-to" Guides			
Planning Community-wide Study Circle Programs: A Step-by-Step Guide	**15.00**		
A Guide to Training Study Circle Facilitators	**15.00**		
Guidelines for Creating Effective Study Circle Material	**2.00**		
Study Circles in Paired Congregations: Enriching Your Community Through Shared Dialogue on Vital Issues	**2.00**		
Videos			
Story of a People — A 17-minute video that documents Lima, OH community-wide study circle program that addressed race relations. Highlights organizers, community leaders and participants.	**5.00**		
Act Against Violence: A Maine Study Circle Program — A 30-minute broadcast produced by Maine Public Television documenting the final forum in the Act Against Violence Campaign. Highlights program outcomes the various communities developed.	**5.00**		
SCRC provides assistance and advice **free of charge,** to organizers of large-scale study circle programs. Call for more information.	**Shipping**		**2.00**
	Total		
	Pre-payment requested for orders under $20.		

SCRC's quarterly newsletter,
Focus on Study Circles,
is free

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357 A

HOPE
IN THE
CITIES

A Call to Community

An honest conversation on race, reconciliation, & responsibility

DIALOGUE GUIDE AND WORKBOOK
INCLUDING FACILITATOR'S GUIDE

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A Call To Community

America is at a crossroads. One road leads to community; the other to the chaos of competing identities and interests. We have all hurt one another, often unconsciously, in ways we would never intend. We need each other. We need to eradicate the scourge of racial division. We must demonstrate that our diversity is our greatest strength and that out of this diversity is rising a new American community. We can offer hope to a world torn by divisions of every kind.

We invite everyone to join us in a renewed commitment to an American community based on justice, reconciliation and excellence. The original promise of this country, that out of a rich diversity of peoples a great nation would rise, has only partially been fulfilled. This unique experiment remains incomplete because the promise of equal opportunity and dignity for all has not been fully realized. Much of the distrust, resentment and fear in America today is rooted in our unacknowledged and unhealed racial history.

For many of us, race determines where we live, where we send our children to school and where we worship. Because racism is deeply embedded in the institutions of our society, individuals are often insulated from making personal decisions based on conscious racial feelings and do not experience the daily burden that their brothers and sisters of color have to carry. We must change the structures which perpetuate economic and racial separation. But no unseen hand can wipe prejudice away. The ultimate answer to the racial problem lies in our willingness to obey the unenforceable.

The new American community will flow from a spirit of giving freely without demanding anything in return. In the new American community, when any one individual is injured, exploited or demeaned, all of us will feel the pain and be diminished. It will be a place where hearts can put down roots and where each feels accepted and at home. Some painful memories cannot be erased. But forgiving is not forgetting; it is letting go of the hurt.

To build this new American community, we must empower individuals to take charge of their lives and take care of their communities. In cities across America, bold experiments are taking place. Citizens have initiated honest conversations - between people of all backgrounds - on matters of race, reconciliation and responsibility. They have chosen to move beyond blame and guilt, beyond hatred and fear, deciding to face the past with courage and honesty. They are demonstrating that through honesty, a willingness to embrace each other's painful experiences, and with God's power to change us, the wounds of the past can be healed and our nation become one community.

This approach calls us to a new concept of partnership and responsibility. It means:

- *Listening carefully and respectfully to each other and to the whole community.*
- *Bringing people together, not in confrontation but in trust, to tackle the most urgent needs of the community.*
- *Searching for solutions, focusing on what is right rather than who is right.*
- *Building lasting relationships outside our comfort zone.*
- *Honoring each person, appealing to the best qualities in everyone, and refusing to stereotype the other group.*
- *Holding ourselves, communities and institutions accountable in areas where change is needed.*
- *Recognizing that the energy for fundamental change requires a moral and spiritual transformation in the human spirit.*

Together we will share our lives and the resources God has given us to make America a community of hope, security and opportunity for all.

Hope in the Cities' A Call to Community Discussion Guide and Workbook including a Facilitator's Guide

This six-session workbook provides a framework for weekly discussions and homework, as well as an opportunity to make a three-step personal commitment to racial reconciliation, which participants determine for themselves after taking part in the dialogue.

Sessions:
1 - Beginning the Conversation
2 - Our Experience of Race & Community
3 - Our Experience of Diversity, Division, & History
4 - Our Experience of Racial Separation & Forgiveness
5 - Building Hope for the Future
6 - Looking Within

The Facilitator's Guide provides direction on the facilitator's role, orienting group discussion and orienting group members.

Karen Donegan Salter, a facilitator trainer with the National Coalition Building Institute, trains Richmonders to facilitate Hope in the Cities' fostered dialogues. Salter has seen something emerge from sustained dialogue that often doesn't come from more informal discussion, especially in Richmond. "There had been years of gathering people in various ways, but there's now critical mass awareness of Hope in the Cities and people are committed to these issues and are ready for an action step in terms of racial reconciliation," says Salter. "We know we have to do two things — talk about it openly and honestly and then do something. One key is that Hope in the Cities doesn't have an agenda, but rather leads participants through conversation and then supports them in finding the next step for themselves."

Hope in the Cities can provide facilitator training either on site in your community or at its facilities in Richmond. Contact the Richmond office for further details.

To request facilitator training and/or a copy of the workbook contact Hope in the Cities at the address below.

> *"Hope in the Cities doesn't throw issues out on the table. You help people develop trust before you have to deal with the tough stuff. I've spent a lot of time looking at programs and when I saw your Guide and Workbook and other material, I thought, 'These people understand us.' Race is a four letter word here and while it's a factor in other issues, we've never been able to get to talking about race on its own."*
>
> *Steve Skardon, Director of the Palmetto Project,*

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Michael Stone, Office of Justice and Peace, Catholic Diocese of Richmond
and Karen Donnegan Salter

Hope in the Cities acknowledges the skills of facilitators who have had special training in diversity sensitivity. However, Hope in the Cities endorses only those facilitators who have been trained through the Hope in the Cities training, National Coalition Building Institute, Crossroads Ministries and/or Study Circles Resource Center training as facilitators for this specific DIALOGUE GUIDE AND WORKBOOK *series.*

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Third Edition
February 1998

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SESSION ONE

Beginning the Conversation: WHY ARE WE HERE?

It is important to create a safe, comfortable space in which the conversations take place. All participants share the responsibility of creating that atmosphere.

1. Introduce yourself. Take time to mention why you were interested in participating in this dialogue. Be sure to include one or two brief vignettes about the way you first became aware of racial differences and separation. ***THERE ARE NO ENEMIES HERE***. It is important to remember that everyone has come to the table to learn, grow and share.

2. Create ground rules for the sessions. It is an important part of creating a safe environment that all participants agree to a set of ground rules. Your facilitator will lead this part of the dialogue.

3. What are your highest hopes for the outcome of this dialogue? What are your most realistic expectations?

IF there is time during the first session:

Watch the video. ***Healing the Heart of America: A Unity Walk***. The viewing time is 28 minutes. Discuss your reactions to the video. Do you relate to any of the things said by Unity Walk participants? What was significant to you?

Homework

- Reflect on the following section from "***A Call to Community***":

> *America is at a crossroads. One road leads to community; the other to the chaos of competing identities and interests. We have all hurt one another, often unconsciously, in ways we would never intend. We need each other. We need to eradicate the scourge of racial division. We must demonstrate that our diversity is our greatest strength and that out of this diversity is rising a new American community. We can offer hope to a world torn by divisions of every kind.*

- ***Be prepared to discuss the questions for session two.***

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Healing the Heart of America℠

Video Tape and Resource Guide

Healing the Heart of America, an award winning 27 minute documentary, tells the story of Richmond, VA, and the way in which residents have set out to address the unfinished business of racial healing. With leadership from Hope in the Cities, residents of this former capital of the Confederacy, from the city and suburbs, both black and white, have engaged in a dialogue over several years. The documentary captures historical reenactments and interviews during the Richmond Unity Walk held during the Healing the Heart of America conference in June 1993. The video can be used as a "conversation starter" along with its accompanying resource guide, which includes study questions prepared by leaders of the business, educational, urban development and faith communities.

The video is presented in a broad context so that it is not seen simply as Richmond's story, but with lessons and inspiration for all cities. It has had a great effect on audiences around the United States and overseas in areas of conflict, such as South Africa, India and throughout Europe.

- A Chicago councilman bought 50 copies of the tape for the mayor and his fellow council members, beliving that Chicago had something to learn from Richmond's example.
- A woman in Boston in her late nineties invites small inter-racial groups to her home for viewings and discussion.
- A family in South Africa has found the tape useful in generating conversation about the need to heal the history of their own country.

Healing the Heart of America

Qty.		Total
☐	*Healing the Heart of America* Video(s) $29.95/£18.00	$/£______
☐	Resource Guide(s) $ 9.95/£ 5.00	$/£______
☐	*I'll Start With My Heart* Audio Cassette(s) $ 5.00/£ 3.00	$/£______
	Total Cost	**$/£**______

Name ______

Organization ______

Address ______

______

Phone ______

Fax ______

Intended audience use for video & resource guide ______

______

______

Please return order form to applicable address below

Grosvenor Books
3735 Cherry Ave NE
Salem, Oregon 97303
USA
(for NTSC copies)

Grosvenor Books
251 Bank Street #405
Ottawa, K2P 1X3
Ontario, Canada
(for NTSC copies)

MRA Productions
12 Palace Street
London, SW1E 5JF
England
(for PAL copies)

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RESOURCE GUIDE

One America: The President's Initiative on Race: President Clinton asked all American's to join him in an effort to combine thoughtful study, constructive dialogue, and positive action to address the continuing challenge of how to live and work more productively as One America in the 21st century. To share thoughts, experiences and comments, the address is:

President's Initiative on Race
ATTN:PIRI
New Executive Office Building
Washington, D.C. 20503
E-mail: Oneamerica@whitehouse.gov

One America Dialogue Guide is a manual designed to facilitate group dialogues on race relations. A collaborative effort by President Clinton's Initiative on Race, the U.S. Department of Justice, and several national organizations specializing in race dialogues, the manual can be downloaded from the internet (*www.whitehouse.gov/initiatives/oneamerica*). *See Dialogue Guide Appendix for text.*

One America Web Site is a comprehensive list of community race relation programs and dialogues being conducted throughout the country, known as "Promising Practices" which are indexed and can be viewed by geographic region or by subject *(www.whitehouse.gov/initiatives/oneamerica).*

Hope in the Cities assists communities in building diverse coalitions with people in religious and community organizations. Resources include a video, *Healing the Heart of America*, and a dialogue series based on *A Call to Community*, which has been endorsed by more than 100 national and local leaders as a basis for conversation. A recently produced *Community Resource Manual* documents process steps and case studies. *See Dialogue Guide Appendix for partial discussion guide text and video information; see Supplemental Materials Appendix for additional reading list.*

1103 Sunset Avenue
Richmond, VA 23221
Tel: (804) 358-1764 Fax: (804) 358-1769
E-mail: hopecities@aol.com
Website: www.hopeinthecities.org

HOPE
IN THE
CITIES

Anti-Defamation League (ADL) is a leader in developing materials, programs, and services for schools, communities, workplace settings, college campuses, and law enforcement agencies. Their resources build bridges of communication, understanding, and respect among diverse racial, religious, and ethic groups. *ADL Resources for Classroom and Community* is a catalogue containing training films, classroom activities and curriculum, posters, videos, CD roms, and cassettes. *See Supplemental Materials Appendix for partial catalogue listings. Also see "World of Difference Institute," an educational division of the ADL, in Additional Resources Appendix.*

Regional:

Anti-Defamation League
42 E. Gay Street, Suite 814
Columbus, OH 43215
Tel: (614) 621-0601
E-mail: columbus@adl.org

National:

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017
Tel: (212) 490-2525 Fax: (212) 867-0779
Website: www.adl.org

National MultiCultural Institute (NMCI) provides training, development, and technical assistance on all aspects of organizing and facilitating dialogue groups. They typically work with corporations, government agencies, professional associations, non-profit organizations, hospitals, and schools and universities. *See Supplemental Materials Appendix for partial list of diversity training publications.*

Available resources include:

- National Conferences
- Diversity Training for Dialogue Facilitators and Diversity Trainers
- Diversity Consulting
- Educational Resource Materials
- Multicultural Mental Health Referral Network
- Workshops

A partial list of workshops include:

- Reducing Prejudice and Bias
- Recruiting, Interviewing, and Hiring a Culturally Diverse Staff
- Serving a Culturally Diverse Client Base
- Mediating Multicultural Conflict
- Cross-Cultural Counseling
- Creating a Multicultural Environment in Education
- Cultural Competence in Health Care

3000 Connecticut Avenue, NW
Suite 438
Washington, D.C. 20007
Tel: (202) 483-0700 Fax: (202) 483-5233
E-mail: nmci@nmci.org
Website: www.nmci.org

CES National Center for Diversity facilitates diversity education through local, state, and national partnerships with the Cooperative Extension System, educational institutions, public and private sector agencies, and community organizations. Services are designed for educators in schools, universities, and agencies; trainers in the public and private sector; directors and program managers; volunteer and outreach workers; counselors and social workers; and health, human, and community service professionals.

Available services include:

- Plenary presenters and panelists for regional, national, and international conferences
- *Faces of Diversity* newsletter about diversity and multicultural issues
- National symposium on diversity initiatives developed and implemented throughout the Extension System and within other organizations
- Program planning and training advice
- Educational resources and assessment strategies
- Catalogues, books, articles, training materials, curricula
- On-site resource library
- Information collection on diversity initiatives, activities, programs, and resource persons
- Diversity training workshops

Workshop and seminar topics can be tailored to meet the needs of individual organizations; a partial list includes:

- Assessing and Understanding the Dynamics of Diversity in Your Organization
- Breaking Free, Living Free in a Multicultural World
- Building Cultural Competence: Transforming the "Self" from the Inside
- Creating a Culture of Inclusion
- Developing a Multicultural Camp Experience
- Diversity at Work and Beyond
- In-Reaching to Diverse Audiences and Communities
- Multicultural Education Techniques
- Organizational Change and Diversity in Your Programs
- Recruitment and Retention of a Diverse Staff
- Reflecting Diversity in Program and Personnel Evaluations
- Teamwork with Diversity
- Understanding Learning Styles to Enhance Teaching and Program Development Using a Cultural Competence Approach
- Using Demographics and Statistics
- World Views: Global Forms of Being Through Indigenous Knowledge

Kentucky State University
Box 196
Frankfort, KY 40601
Tel: (502) 227-5904 Fax: (502) 227-5933
Website: www.cyfernet.org/diversity
E-mail: jharris@gwmail.kysu.edu

The Green Circle Program facilitated by individuals/organizations within the community, uses a series of presentations and/or workshops to promote intergroup awareness, understanding and cooperation, and enhanced self-esteem.

Green Circle I (K-6th grade) is a highly participatory series of presentations and follow-up activities designed to help children develop an awareness, understanding, and appreciation of human differences, while encouraging a positive sense of self worth. A flannelboard presentation and dramatic stories focus on the different ways people include or exclude others from their world. Follow-up activities consist of games, arts, crafts, and songs.

Green Circle II (Junior and Senior High) offers a series of workshops and conferences to encourage open discussion, examine stereotyping and prejudice, and explore strategies for problem solving and conflict resolution in a pluralistic society.

Green Circle III (Adult Groups and Organizations) workshops focus on experiential learning opportunities which facilitate a better understanding of the change process in the life of the individual, group, or organization.

Individuals and organizations who wish to become a Green Circle facilitator in order to conduct presentations in their community are required to obtain a membership:

- $30 for individual
- $80 for groups up to three; additional memberships are $15
- $150 for groups of thirty or more; additional memberships over ten people are $10

Membership provides the following services:

- Discounted purchase of Green Circle presentation/facilitator materials
- "Our Widening Circle" newsletter published three times a year
- Access to planning and development services from the national organization
- Annual national conference discount

1300 Spruce Street
Philadelphia, PA 19107
Tel: (215) 893-8418 Ext. 126
Fax: (215) 893-8400
E-mail: ntlgcp@aol.com

"He drew a circle that
shut me out -
Heretic rebel, a thing
to flout;
But love and I had the
wit to win.
We drew a circle that
took him in."
-Edwin Markham

Educators for Social Responsibility is nationally recognized for promoting children's ethical and social development through its leadership in conflict resolution, violence prevention, and intergroup relations. ESR's mission is to help young people develop the skills and convictions needed to shape a safe, sustainable, and just world. Since 1982, they have worked to advance teaching for social responsibility as a core practice in the schooling and upbringing of children.

ESR is a leading source of innovative curriculum materials and training for educators, parents, administrators, and community members who seek to create a caring, creative, and effective learning environment by focusing on issues of peacemaking and conflict resolution. Their work fosters social, emotional, and ethical development among children by helping them learn to:

. care about others
. resolve conflicts nonviolently
. solve problems cooperatively
. value diversity
. make responsible decisions
. confront prejudice
. take positive, meaningful action

Each year ESR reaches over 25,000 educators who affect the lives of over half a million young people through materials, workshops, conferences, and on-site training covering such topics as conflict resolution, the building of peaceable classrooms, and diversity in school communities. Additionally, they conduct projects and programs in a variety of educational settings, including K-12 classrooms and afterschool, early childhood, and summer youth programs.

ESR's largest initiative, the Resolving Conflict Creatively Program, is a comprehensive, K-12 school-based program in conflict resolution and intergroup relations that provides a model for preventing violence and creating caring, learning communities. It has been disseminated to over 350 school and has been sighted as one of the most successful programs of its kind in the country.

Members of ESR ($35 for individuals; $20 for low-income individuals) receive the newsletter, *Forum,* three times a year, a 10 percent discount on all purchases, and the most current information concerning national conferences, institutes, and resources. *See "Educators for Social Responsibility" in Supplemental Materials Appendix for partial catalogue listings.*

23 Garden Street
Cambridge, MA 02138
Tel: 1 (800) 370-2515 Fax: (617) 864-5164
E-mail: esrmain@igc.apc.org
Website: esrnational.org

Viewing Race - Many organizations across the country have risen to the challenge of dealing with the important yet difficult topic of race. Viewing Race assists these organizations by providing them with access to the best independent documentary and narrative films that explore race, racism, diversity, and tolerance. The goal is to encourage the use of video as a means of stimulating dialogue about diversity. These resources are appropriate for public libraries, university level academic departments, campus diversity programs, grade and high schools, prisons and police departments, religious and cultural institutions, federal, state, and municipal government agencies, the military, and national and grassroots training and discussion groups. *See "Viewing Race" in Supplemental Materials Appendix for list of films.*

Resources include:

- A publication with detailed descriptions of over 70 films and videos
- Practical, hands-on programming suggestions on how to implement constructive dialogues with various audiences
- Annotated videography for reference and teaching
- A website which provides users with a forum to discuss their experiences in programming and using the films, audience reactions, and other relevant issues

National Video Resources
74 Spring Street, Suite 606
New York, NY 10012
Tel: (212) 274-8080 Fax: (212) 274-8081
Website: www.nvr.org

Healing Our Nation is committed to educating the public and the institutions in the United States to overcome personal and institutional prejudice.

Workshops:

Level 1: Understanding Prejudice & Race- This course helps people understand the complexities of prejudice and race and how they impact individual lives and the nation.

Level 2: Building Partnerships- This course continues where Level 1 leaves off. Participants come to understand how building partnerships to overcome prejudice fosters personal clarity, wisdom, and courage.

Level 3: Strategic Planning to Overcome Institutionalized Racial Prejudice Where I Live, Work, or Pray- Through brainstorming and strategic planning, participants come to see the value of their individual initiative and collective action.

Level 4: Addressing Internalized Oppression- This workshop helps people explore internalized oppression and understand what happens when different groups of people are systematically mistreated over long periods of time.

P.O. Box 16015
St. Louis MO 63105
Phone: (314) 361-6880 Fax: (314) 361-5890
E-mail: healrace@aol.com

A World of Difference Institute (AWOD), a division of the Anti-Defamation League, offers a variety of resources to explore diversity and improve intergroup relations. Resources include training programs, needs assessment, seminars, workshops, lectures, simulation activities, videos, role playing, curriculum, case studies, and discussion groups. AWOD has four divisions:

Classroom: This program addresses diversity issues in pre-kindergarten through 12th grade; more than 350,000 teachers who are responsible for nearly 12 million students have participated in this program. AWOD provides training for teachers and administrators, peer training for students, after-school programs designed to promote self-esteem and respect, and special events and programs throughout the year such as essay and art contests.

***Campus*:** Used by over 500 colleges and universities, this program helps administrators, faculty, and students to examine sterotypes, expand cultural awareness, explore diversity, and combat racism. On-site workshops are available.

***Community*:** This program offers diversity skills and strategies to community organizations; there is also a specially designed program for law enforcement professionals.

***Workplace*:** Designed by human relations specialists, this program has worked with over 100,000 adults to improve communications, reduce conflict, and enhance productivity in a diverse workforce.

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017
Tel: (212) 490-2525 Fax: (212) 867-0779
Website: www.adl.org

Study Circles Resource Center (SCRC) is a project of the Topsfield Foundation, a private, nonprofit, nonpartisan foundation whose mission is to advance deliberative democracy and improve the quality of public life. The SCRC operates by creating study circle organizing and discussion materials, distributing those materials free of charge to organizers of large study circle programs, and providing free technical assistance to organizers. *See Dialogue Guide Appendix for partial text and additional information.*

697 Pomfret Street, P.O. Box 203
Pomfret, CT 06258
Tel: (860) 928-2616 Fax: (860) 928-3713
E-Mail: scrc@neca.com

Facing History and Ourselves is a national educational and teacher training organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry. Facing History was one of 12 national organizations invited to a "Town Meeting" chaired by President Clinton in Akron, Ohio; this organization is also listed on the White House website: *www.whitehouse.gov* under "Promising Practices." The following resources are provided:

Programs for Teachers - Facing History provides teachers with an array of workshops, seminars, and conferences which provide unique opportunities to meet leading scholars, discuss current research, and explore innovative teaching practices.

Programs for Students - Facing History students participate in a variety of programs. Some of the programs tap creativity by providing opportunities for artistic expression, while others break isolation and promote understanding by encouraging discussion and community service.

Resources - A Speaker's Bureau brings to the classroom people who inspire students to think critically about the choices they have to make as individuals within a society and the consequences of those decisions. These speakers are scholars, writers, artists, and professionals who have thought deeply about prejudice, discrimination, and democratic participation.

Schools who use Facing History have access to a lending library of videos, books, posters, and class sets of selected books. These are on loan to educators who have attended a Facing History workshop or training institute. The *Facing History and Ourselves: Holocaust and Human Behavior* resource book is the core text of the curriculum and is necessary in order to use those materials which are referenced in the catalogue. Many of the materials though, which do not require the resource book, can be used as supplemental resources. *See "Facing History and Ourselves" in Supplemental Materials Appendix for partial catalogue listings.*

16 Hurd Road
Brookline, MA 02146
Tel: (617) 232-1595 Fax: (617) 232-0281
Website: www.facing.inter.net

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SHINE (Seeking Harmony In Neighborhoods Everyday) is committed to promoting tolerance, reducing violence, and increasing the self-esteem of students in the United States, while celebrating the unity of all Americans. SHINE reaches over 14 million kids a month through music, art, television, film, and the internet, encouraging children to appreciate their commonalities and work creatively together. Student participants are asked to sign a Unity Pledge, committing them to act positively and responsibly concerning issues of diversity. SHINE organizers are working toward National Unity Day to be held in the year 2000; the event will acknowledge every child who has participated in the project.

SHINE in-school distribution is available at no cost through their website; their curriculum is provided free to 2 million teachers through the National Education Association (NEA). The program has been recognized by the President's Initiative on Race as a "Promising Practice" for the future of America.

The SHINE project is divided into three parts:

- **Website for children** to teach about cultural harmony, non-violence, and self-esteem
- **Website for parents** with new ideas and activities constantly being posted to share with their children; activities consist of art projects, learning exercises, things to do, and ways to talk to kids about racial harmony
- **Website for teachers** with lesson plans and creative projects for classroom use in teaching cultural diversity, tolerance, non-violence, and self-esteem. SHINE also offers training workshop

P.O. Box 22463
Trenton, NJ 08607
Tel: (609) 396-6267
E-mail: shinemail@aol.com
Website: www.shinesite.org

National Coalition Building Institute (NCBI) is a nonprofit leadership training organization working to eliminate intergroup conflict and prejudice whether it is based on race, nationality, religion, gender, socio-economic class, sexual orientation, age, physical ability, or occupational/life circumstances. The NCBI's approach begins with a corps of community leaders who are taught bridge-building skills. The local leadership team embodies all sectors of the community including elected officials, law enforcement officers, government workers, educators, students, business executives, labor union leaders, community activists, and religious leaders. These community leaders work together as a resource team, offering prevention-oriented programs to deal with prejudice and intergroup tensions. Currently, the NCBI has 50 city-based leadership teams, 30 organization-based teams, and over 40 college/university based teams. Services include:

Leadership Training Institutes - Participants learn skills for providing leadership in ending discrimination, reducing intergroup conflict, and building multigroup coalitions.

Training of Trainers Program - Participants are taught how to lead the NCBI Prejudice Reduction Workshops and the Controversial Issues Process.

Training of High School Trainers Program - Teachers, students, parents, and administrators learn how to lead the NCBI Prejudice Reduction Workshop.

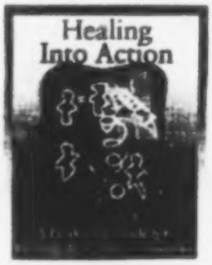
Prejudice Reduction Workshop - Participants identify and work through stereotypes and misinformation about other groups and celebrate personal diversity.

Welcoming Diversity/Building Community in the Workplace - After the NCBA consults with an organization to perform a diversity need's accessment, a cluster of training seminars is designed to empower individual employee diversity initiatives.

School-Based Violence Prevention Program - This program focuses on the needs of schools that are seeking to prevent intergroup tensions and violence.

College and University Program - This program trains campus teams to lead prejudice reduction programs in a variety of campus settings.

Constituency Group Caucuses and Retreats - These events allow leaders who have the same heritage to celebrate their common history and to share their ideas.



Healing Into Action is a culmination of what NCBI has learned during more than a decade of working with intergroup issues . The manual contains a collection of simple, common-sense principles that can be put into practice immediately.

1835 K Street NW, Suite 715
Washington, D.C. 20006
Tel: (202) 785-9400 Fax: (202) 785-3385
Website: www.ncbi.org

Teaching Tolerance is a project of the Southern Poverty Law Center. It provides teachers with resources and ideas for promoting interracial and intercultural understanding. Resources include videos and teaching guides K-12. *Teaching Tolerance* magazine is mailed free semi-annually to teachers . For a free subscription send a request on school letterhead to the address or fax below.

Text from the *Teaching Tolerance* magazine can be downloaded from the internet. A partial list of magazine topics include:

Honoring Dr. Martin Luther King, Jr.'s Legacy - This issue invites students to perform acts of Kindness for two weeks following the Martin Luther King, Jr. Holiday.

50th Anniversary of the Universal Declaration of Human Rights - This issue encourages students to explore human rights issues. As one teacher said, "It's the original diversity education. Human rights recognize the common humanity underlying our differences." The issue also includes a Human Rights Questionnaire and a list of websites for exploring human rights activities and resources. *See "Teaching Tolerance" in Supplemental Materials Appendix for partial list.*

Native Americans - In honor of National American Indian Heritage Month, this issue gives students an opportunity to discover the truths, triumphs, and tragedies of a people who remain a vital cultural, political, social, and moral presence in the United States.

Hispanic Heritage - This issue highlights the accomplishments of American's fastest growing minority group and offers a wealth of information for students to explore Hispanic diversity.

Peace Corps Share Cultural Experiences - On Peace Corps Day, March 13, thousands of returned Peace Corps volunteers visit classroom to share their cultural experience. World Wide Schools is a program to connect Peace Corps volunteers with schools by offering a Speaker's Bureau; to connect with this resource call 1-800-424-8580 Ext. 2283, or visit the website. *(www.peacecorps.gov)*

History Behind Black History Month - This issue tells the story of African American scholar, Carter G. Woodson, founder of Black History Month. *See "Teaching Tolerance" in Supplemental Materials Appendix for Black History websites.*

Religious Freedom Day - Celebrated on January 16, this issue gives a history of conflict over religious differences, excerpted from the book *Us and Them.* It provides students with an opportunity to explore the fundamental American right of religious tolerance.

Continued...

Teaching Tolerance, Continued

Get Connected - This issue provides a list of educational materials and websites to help educators teach multicultural learning and diversity issues. *See "Teaching Tolerance" in Supplemental Materials Appendix for partial listings.*

Little Rock Revisited - This issue celebrates the 40th anniversary of Little Rock's Central High School's desegregation, focusing on the experiences of 15-year-old Elizabeth Eckford, one of the first nine black students to intergrate the school.

Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
Tel: (334) 264-0286 Fax: (334) 264-3121
Website: www.splcenter.org

Educational Resources Information Center (ERIC) Clearinghouse on Urban Education

To make the large volume of information accessible to educators and the public, the ERIC publishes summaries, syntheses, and analyses of existing resources that are relevant to urban and minority education. These resources include the following types of publications:

The **Urban Diversity Series** consists of monographs, literature, research reviews, and annotated bibliographies concerning educational, socioeconomic, and social/psychological issues involved in the development of diverse urban populations.

The **Trends and Issues Series** explores social and educational developments which are changing the nature of schooling for urban and minority students.

ERIC Digests draw together and capsulize key resources on educational issues; they may also be devoted to summaries of single reports or studies that are of major importance.

Information Alerts are short annotated bibliographies of 10-15 documents and journal articles newly added to the ERIC database.

Parent Guides are short articles addressed to parents about their children's schooling.

Bibliographies and Directories on particular issues identify valuable documents and resources.

ERIC Clearinghouse on Urban Education
Institute for Urban and Minority Education
Box 40 Teachers College, Columbia University
New York, NY 10027
Tel: (800) 601-4868 or (212) 678-3433 Fax: (212) 678-4012
Website: http://eric-web.tc.columbia.edu

National Conference for Community and Justice (NCCJ) is a human relations organization dedicated to fighting bias, bigotry, and racism in America. The NCCJ promotes understanding and respect among all races, religions, and cultures through advocacy, conflict resolution, and education; they accomplish their mission in the following areas:

Local community dialogues involve a cross section of leadership and grass roots citizens and create a space for honest exchange about issues related to race, ethnicity, culture and religion. When a national effort to conduct Days of Dialogue on Race was undertaken, sponsors pointed to the NCCJ's work in this field as a model.

Youth residential programs provide activities for high school youth aimed at reducing prejudice and developing cross-cultural leadership skills. The NCCJ recognizes that the road to the future is paved with the understanding that young people achieve today and build upon tomorrow. Their programs reach over 300,000 young people from elementary school through college in programs designed to break down stereotypes and build respect.

Consultations and workshops are provided for institutions such as school boards, police departments, and corporations to help America's workplaces become centers of inclusion where all can work, collaborate, and achieve. The NCCJ provides intergroup workplace programming in over 500 workplaces for more than 30,000 employees and managers. The Workplace Diversity Network is a partnership with Cornell University to facilitate the exchange of strategies and best practices for respectful and productive workplaces.

National Conversation on Race, Ethnicity, and Culture is an annual satellite broadcast that provides a forum for the nation's leading thinkers to discuss and debate critical human relations issues.

Seminarians Interacting brings together theologians from different faiths to learn about various religious traditions. The NCCJ's interfaith programs currently reach nearly 25,000 individuals and involve nearly 10,000 faith leaders.

Intergroup Relations in the United States: Programs and Organizations is a free annotated directory of over 300 national and regional programs and organizations that work within the broad area of race and intergroup relations. Also included are selected research organizations and think tanks that examine these issues and foundations that fund this type of work.

nccj
The National Conference
for Community and Justice

71 Fifth Avenue, Suite 1100
New York, NY 10003
Tel: (212) 206-0006 Fax: (212) 255-6177
Website: www.nccj.org

Center for Living Democracy is a national nonprofit organization promoting citizen involvement in democratic problem-solving. A national center through which citizens learn from one another's trials and triumphs, the CLD is reaching millions of Americans by gathering and sharing materials and information produced from direct experience in communities across the nation. The Interracial Democracy Program researches and connects groups that have built bridges across America's racial divides to solve community problems. They recently published *Bridging the Racial Divide: A report on Interracial Dialogue in America*, the results of a year long survey of interracial dialogues occurring in more than 30 states and of interviews from more than 60 groups who use sustained, community-based dialogue. *See "Center for Living Democracy" in Supplemental Materials Appendix for more about this publication.* The CLD provides the following services:

American News Service (ANS) dissseminates stories of interracial problem solving to 15-20 million Americans each month through national magazines, local newspapers and radio stations, and such TV networks as CBS, ABC, and Fox. Both individual and organization memberships are available; subscribers receive new articles each week, plus access to a storybank of over 800 stories. Each story ends with contact information on all sources relevant to the story.

Learning Tools Catalog includes a section on resources for interracial collaboration. *See "Center for Living Democracy" in Supplemental Resources Appendix for partial catalogue listings.*

Presentations and Workshops are listed on the Living Democracy website. The "Bridging the Racial Divide" presentation shares examples and best practices of more than 30 states who are involved in interracial dialogues.

Quarterly Newsletter, *Doing Democracy*, is subscribed to by becoming a contributor of $25 or more to the Center for Living Democracy.

Online Dialogues provide a forum to relate personal experiences, share knowledge, deliberate questions, and brainstorm solutions on how to improve race relations in America. The Interracial Democracy Program hosts and moderates this service called "DialogOn." Participation is free to anyone with e-mail capabilities. To become a participant, 1) send an e-mail message to dialogon-request@aladdin.webrover.com; 2) put nothing in the subject; 3) in the body of the text type: Subscribe Dialogon, your first name, and your last name.

289 Fox Farm Road
Brattleboro, VT 05301
Tel: (802) 254-1234 Fax: (802) 254-1227
Website: www.livingdemocracy.org

Reaching Out is a series of seven 30-minute programs that provide an opportunity for people to come together in dialogue across barriers of race, class, and culture. The television series, along with the *Viewer's Guide*, offers tools and practices for deepening compassion and wisdom when responding to cultural diversity. The project encourages people to form viewing groups for the broadcasts. The website provides complete verbatim transcripts of each program along with an opportunity for viewers to post their thoughts and responses. The cost for the Reaching Out series is $108 including shipping and handling.

6116 Merced Avenue, #165
Oakland, CA 94611
Tel: (510) 665-6545 Fax: (510) 832-0444
Website: www.reachingout.org

REACH (Respecting Ethnic and Cultural Heritage) provides technical services to assist in creating strategic and long-term planning initiatives which support effective, connected learning communities for change. A partial list of available services include:

One and Two Day Curriculum Training Sessions:

Reach for Kids is for grades K-6 and helps educate a new generation of Americans able to deal more effectively with national diversity and global complexity. The curriculum contains sample multicultural/global units at each grade level and gives teachers practical models and classroom-proven lessons for immediate application. The lessons are keyed from the national social studies scope and sequence, so that they can be integrated into the school's existing curriculum.

Project Reach is for middle/junior high level students and has been declared "an exemplary program" by the U.S. Department of Education. The program is designed for infusion into the regular U.S. History and/or social studies program. The intent is to increase knowledge and understanding of cultural diversity while simultaneously reducing social distance between groups. The REACH curriculum includes four phases: communication skills, cultural self-awareness, multicultural knowledge, and cross-cultural experience.

High School Reach shows teachers how to infuse this program into their own lessons and curriculum. There is a teacher's guide filled with examples created by other teachers, covering nearly all subject areas including business, math, and science. The program's model incorporates the following into its design: affective and moral development, cooperative learning, critical thinking skills, interdisciplinary/integrated learning, and thematic or conceptual infusion.

Leadership for Diversity for Administrators and School District Personnel: During these sessions, all participants explore basic diversity principles and concepts that establish positive leadership skills for implementing cultural awareness and valuing diversity strategies. In addition, REACH team-building exercises are implemented to facilitate the process of assessing the school district's diversity needs and to design specific action steps to address those needs.

continued...

REACH, Continued

Student Leadership for Diversity: Specialized one or two-day workshops are designed for young people interested in becoming proactive and co-responsible citizens for diversity. After these sessions, youth participants are able to conduct peer-to-peer support and intervention strategies, in addition to planning, implementing, and overseeing future leadership diversity activities for their peers, educators and/or community members.

School/Community Forums: A one-day Community Forum involves business and parent groups. Students, educator, and community leaders work together to design strategies that help support diversity initiatives and establish positive multicultural environments in schools and the community.

Training of Trainers: Intensive seminars and a certification process are made available for individuals who have previously attended a REACH training and want to become REACH trainers.

See "Reach Center" in Supplemental Materials Appendix for educational resources.

Reach Center
4464 Fremont Avenue North; Suite 300
Seattle, WA 98103
Phone: (206) 545-4977 Fax: (206) 545-6550
E-mail: reach@nwlink.como

Community Relations Service (CRS) of the U.S. Department of Justice was created by Title X of the Civil Rights Act. The mission of the Service is to prevent and resolve community conflict and reduce community tensions arising from actions, policies, and practices perceived to be discriminatory on the basis of race, color, and national origin. The CRS offers assistance to communities in resolving disputes relating to race, color, or national origin and facilitates the development of viable agreements as alternatives to coercion, violence, and litigation.

It also assists and supports communities in developing local mechanisms as proactive measures to prevent or reduce racial/ethnic tensions. Services provided include conciliation, mediation, technical assistance, and training. The Service has published reports on police and urban youth relations, reducing racial violence in schools, and a community-wide approach to resolving racial tension.

U.S. Department of Justice
600 E Street, NW, Suite 2000
Washington, DC 20503
Phone: (202) 305-2935 Fax: (202) 305-3009
Web site: www.usdoj.gov/offices/crs.html

Indiana Historical Society is a private, independent membership organization dedicated to collecting, preserving, and promoting the state's history. With the support of approximately 10,000 members, the IHS actively collects materials on the history of Indiana through its Library Division; publishes books on Indiana's heritage through its Publications Division; and offers research and learning opportunities through its Education Division. For a partial list of publications available, see *"Indiana Historical Society" in the Supplmental Materials Appendix.* In addition, the IHS sponsors such programs as:

- The Indiana Junior Historical Society reaching over 4,000 youngsters
- The Talking Books program that records 100 new books and magazines about Indiana and circulates more than 25,000 items each year to the visually impaired
- Research grants and scholarships totaling more than $250,000
- Annual teacher workshops for more than 200 elementary and high school teachers
- Technical services, management assistance, and traveling exhibitions for local historical organizations throughout the state

315 West Ohio Street
Indianapolis, IN 46202-3299
Tel: (317) 232-1882
Toll Free: 1-800-447-1830
Fax: (317) 233-3109
Website: http://www.indianahistory.org/

Dr. Martin Luther King, Jr. Web Sites:

*Dr. Martin Luther King, Jr. Center for Nonviolent Social Change: *http://www.thekingcenter.com/*

*Access Indiana Teaching & Learning Center: *http://tlc.ai.org/mlkindex.htm*
See Link to "Holiday Lesson Plans & Activities":

- Dr. Martin Luther King, Jr. Holiday
- Black History Month
- Kwanzaa
- Chinese Festivals
- Latin/Mexican Holidays
- Islam Holidays
- Hindu Holidays
- Jewish Holidays
- Multicultural Calendar

*City of Bloomington Dr. Martin Luther King, Jr. Commission: *www.city.bloomington.in.us/cfrd/mlkcurr.htm*

*Monroe County Community School Corporation Students' Dr. Martin Luther King, Jr. Web Pages: *www.mccsc.edu/mlkjbcc.html*

Human Rights/Relations Commissions In Indiana

Anderson Department of Human Relations
Mildred Powell, Executive Director
P.O. Box 2100
Anderson, IN 46018-2100
(765) 648-6135

Bloomington Human Rights Commission
Barbara McKinney, Executive Director
Municipal Building P.O. Box 100
Bloomington, IN 47402-0100
(812) 349-3429

Columbus Human Rights Commission
Arlette Tinsley, Executive Director
123 Washington Street, #5
Columbus, IN 47201-6774
(812) 376-2532

East Chicago Human Rights Commission
Mary Hagler, Executive Director
4506 Tod Avenue
East Chicago, IN 46312-3254
(219) 391-8477

Elkhart Human Relations Commission
Vaughn Moreno, Executive Director
229 South Second Street
Elkhart, IN 46516-3112
(219) 294-5471

Evansville Human Relations Commission
Floyd Edwards, Executive Director
1 NW Martin Luther King Jr. Blvd.
Evansville, IN 47708-1831
(812) 436-4927

Fort Wayne Human Relations Commission
Leslie Raymer, Executive Director
1 E. Main Street, Room 680
Fort Wayne, IN 46802-1804
(219) 427-1146

Gary Human Relations Commission
Doris Carbins, Executive Director
475 Broadway
Gary IN 46402-1204
(219) 883-4151

Hammond Human Relations Commission
Lynn Bloom, Executive Director
5925 Calumet Avenue
Hammond, IN 46320-2556
(219) 853-6502

Indiana Civil Rights Commission
Sandra D. Leek, Executive Director
100 N. Senate Avenue, Rm. N103
Indianapolis, IN 46204
Office: (317) 233-6549 Fax: (317) 232-6580
Toll Free: (800) 628-2909
Web Site: http://www.state.in.us/icrc

Indianapolis Division of Equal Opportunity
Robert Ramson, Administrator
129 East Market, Suite 300
Indianapolis, IN 46204
(317) 327-5262

Jeffersonville Human Relations Commission
Karlene Bottoroff, Chairperson
City-County Building, Mayor's Office
Jeffersonville, IN 47130
(812) 285-6400

Kokomo Human Rights Commission
Carolyn Covington, Executive Director
City Hall, 100 South Union Street
Kokomo, IN 46901-4608
(765) 456-7460

Lafayette Human Relations Commission
Virginia Need, Commissioner
1208 Hartford Street
Lafayette, IN 46904-2029

LaPorte Human Rights Commission
Myrna Harder, Chairperson
City Hall
801 Michigan Avenue
LaPorte, IN 46350-3502
(219) 362-8220

Marion Human Relations Commission
Lillian Roebuck, Executive Director
301 S. Branson Street, Room 331
Marion, IN 46952-4008
(765) 668-4408

Michigan City Human Rights Commission
Cynthia Davis, Executive Director
100 E. Michigan Blvd.
Michigan City, IN 46360-3265
(219) 873-1429

Muncie Human Rights Commission
Phyllis Bartleson, Executive Director
300 N. High Street
Muncie, IN 47305-1644
(765) 848-4854

New Castle Human Relations Commission
Connie Trout, Executive Director
911 Lincoln Ave.
New Castle, IN 47362
(765) 529-3561

Noblesville Human Relations Commission
Rusty Bodanhorn, Adminstrative Officer
16 S. Tenth Street
Noblesville, IN 46060
(317) 776-6324

Richmond Human Rights Commission
Rev. Ronald Chappell, Executive Director
50 N. Fifth Street
Richmond, IN 47374-4247
(765) 983-7235

South Bend Human Rights Commission
Lonnie Douglas, Executive Director
City-County Building
227 W. Jefferson Blvd.
South Bend, IN 46601

Terre Haute Human Rights Commission
Esther Atcherson
413 Rankin Hall
Terre Haute, IN 46809

Additional Resource Notes

Anti-Defamation League

Books

16 Extraordinary Native Americans

by Nancy Lobb

(JS)

144 PAGES SOFTCOVER

No. ADB1657 $17.27

Here are 16 compelling stories that show students how Native American men and women have helped shape the history and culture of the United States. Writers, artists, teachers, politicians, ministers, lawyers, doctors, business people, athletes — all have helped make America what it is.

These high-interest accounts are easy to read and profile important figures from a broad range of fields. Each reading is followed by a variety of exercises, including teacher support materials with lists of vocabulary words, answer key and a bibliography for each story.

Raising Compassionate, Courageous Children

by Dr. Janice Cohn

(C) *New!*

251 PAGES SOFTCOVER

No. ADB1590 $15.95

This book offers stories of children, parents, families and communities overcoming fear and apathy to help others make a difference. Dr. Cohn draws inspiration from the real world and provides readers with succinct, research-based parenting techniques for fostering caring, helpful and hopeful children in today's troubled world. This combination of timely advice and moving stories provides an effective, uplifting antidote to the worry and fear surrounding parenting today.

Raising Compassionate, Courageous Children
In a Violent World

Bayard Rustin: Troubles I've Seen

by Jervis Anderson

(C) *New!*

417 PAGES HARDCOVER

No. ADB1625 $30.00

Bayard Rustin is perhaps best known as the organizer of the 1963 march on Washington, where Martin Luther King Jr. delivered his memorable, "I Have a Dream" speech. But, more than that Mr. Rustin was one of the most complex and interesting of the Black intellectuals during a period of dramatic change in America. During his career, he was a moral and tactical spokesman committed to the Gandhian principle of nonviolence. He was the movement's competent strategist and an indispensable intellectual resource for such Black leaders as Dr. King, A. Philip Randolph, Roy Wilkins, Whitney Young, Dorothy Height and James Farmer. In this landmark biography, historian and biographer Jervis Anderson gives a full account of the life of this inspiring figure.

We Can Get Along

A Child's Book of Choices plus Teacher's Discussion Guide

by Lauren Payne, M.S.W. and Claudia Rohling; Illustrations by Claudia Rohling

(E) *New!*

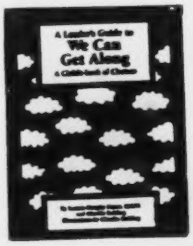
36 PAGES CHILDREN'S SOFTCOVER BOOK

No. ADB1623 $9.95

56 PAGE TEACHER'S DISCUSSION GUIDE WITH REPRODUCIBLE HAND-OUT MASTERS

No. ADB1624 $14.95

Simple words and enchanting full-color illustrations teach children how to get along with others and resolve conflicts peacefully. Children need help learning how to get along with others. This warm, affirming book distills these concepts into words young children will understand and illustrations they will delight in exploring. The companion Teacher's Discussion Guide includes activities, discussion questions, and home handouts for parents.



Under Our Skin: Kids Talk About Race

Children's Reading Material

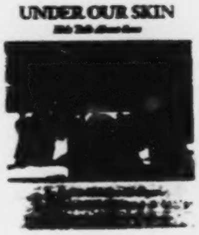
By Debbie Holsclaw Birdseye and Tom Birdseye

(EJ)

30 PAGES HARDCOVER

No. ADB1675 $15.95

In *Under Our Skin: Kids Talk About Race*, Rosa, Akram, Jenny, Todd, Jason and Janell offer their unique perspectives about their Latino, Arab, white, Asian, African-American and Native American experiences. In their own words, the students speak about everything from prejudice and bigotry to the role ethnicity plays in their daily lives.



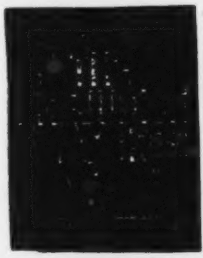
The Prejudice Book

by David Shiman

(JSC)

176 PAGES 3-HOLE PUNCHED, SHRINKWRAP

No. ADB0144 $19.95



An outstanding two-pronged approach to teaching teenagers about prejudice and discrimination: the first is classroom activities aimed at raising the student's awareness and understanding of prejudice and how it affects our society; the second is a *Teacher Self-Examination Questionnaire* aimed at helping teachers reflect on their own instructional behavior.

ABC's of Scapegoating

by Gordon W. Allport

(SC)

40 PAGES SOFTCOVER

No. ADB0001 $4.50

A noted social scientist analyzes the motives, sources, and forms of scapegoating and race prejudice. He recommends education to fight fear/frustration, and legislation to protect minorities.

The Old Brown Suitcase

Children's Reading Material

By Lillian Boraks-Nemetz

(JS)

148 PAGES SOFTCOVER

No. ADB1600 $9.50

Slava, a 14-year-old immigrant girl, comes to Canada from Poland after the Second World War. While she struggles with English and learns Canadian ways, she is haunted by terrifying memories — her experience as a Jewish child persecuted by the Nazis. She escapes from the Warsaw Ghetto, is hidden in Polish villages and survives.

Slava is like many other young people who want to overcome the weight of a painful past. They want to fit in, find friends, and do well in school. This compelling story will influence its readers, young and old, to be more compassionate to newcomers, whether from overseas or from another school or neighborhood.

Almond Cookies & Dragon Well Tea

Children's Reading Material

By Cynthia Chin-Lee

(E)

34 PAGES HARDCOVER

No. ADB1677 $14.95

ALMOND COOKIES
&
DRAGON WELL TEA

When Erica is invited to the home of her good friend Nancy, whose family emigrated from China to the United States ous. As Erica meets Nancy's family, learns Chinese words, and samples delicious almond cookies and Dragon Well Tea, she and Nancy become even closer friends. The two girls learn that the more they share, the more they have. An entertaining and interesting multicultural tale which is sure to delight young readers.

Maya Angelou More Than a Poet

Children's Reading Material

By Elaine Slivinski Lisandrelli

(JS)

128 PAGES HARDCOVER

No. ADB1672 $19.95

Maya Angelou was the first African American in United States history to compose and deliver a poem for a Presidential inauguration. On January 20, 1993, her inspiring poem for President Bill Clinton, entitled "On the Pulse of Morning," filled the nation with awe and touched the hearts of millions. Maya Angelou has overcome numerous obstacles throughout her life to become the successful woman she is today. Throughout it all, she never let go of her belief that "we are more alike... than we are unalike."

Mrs. Katz and Tush

Children's Reading Material

By Patricia Polacco

(E)

28 PAGES HARDCOVER

No. ADB1678 $15.95

Patricia Polacco
Mrs. Katz and Tush

This touching children's book tells the story of the friendship between Larnel, a young African-American boy, and his neighbor, Mrs. Katz, an elderly Jewish widow. Larnel visits Mrs. Katz each afternoon to help take care of the cat, Tush, he has found in the basement. He also grows to love hearing her stories about Poland and her Jewish heritage. A warm, moving book promoting tolerance as well as multicultural education.

Curriculum

"Why Are All the Black Kids Sitting Together in the Cafeteria?"

By Beverly Daniel Tatum

(C)

270 PAGES HARDCOVER

No. ADB1673

$24.00

"Why Are All the Black Kids Sitting Together in the Cafeteria?"
BEVERLY DANIEL TATUM PH D

This frank, provocative book on racial issues offers a psychologist's perspective on prejudice, racism and racial identities. Professor Tatum, who teaches at Mt. Holyoke College, explores her own experiences as an African American and as a professor studying racial issues, and offers suggestions and definitions for how to deal with today's difficult questions including ethnic and racial identity, prejudice, stereotyping and affirmative action.

Beyond Heroes and Holidays

A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development

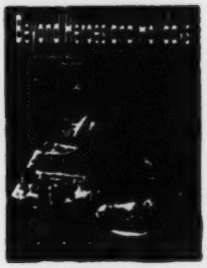
Edited by Enid Lee, Deborah Menkart, and Margo Okazawa-Rey

(C)

464 PAGES SOFTCOVER

No. ADB1679 $27.00

Beyond Heroes and Holidays provides a rich array of resources, models and strategies for promoting multicultural education.



This book is for anyone who has either wondered or been asked, "How can I incorporate multicultural education into my classroom?"

With articles from both teachers and parents, this book discusses ways in which multicultural education can be transformed into a process whereby schools teach the histories and cultures of diverse peoples, and promote academic excellence for all.

Being Fair and Being Free

(JS)

20–LESSON WORKBOOK SOFTCOVER

No. ADB0296 $15.00

What are some of the long range consequences of prejudice? 20 useful lessons help teachers to show students how prejudice conflicts with basic American values and how the long-range consequences of prejudiced behavior can undermine an individual's strength and the strength of a nation.

Ebony Pearls

Reflections of a Soul

by Arlene Hamlett Coleman

New!

(EJS)

32 PAGES SOFTCOVER

No. ADB1618 $7.00

A collection of poems by an African-American educator explores the struggle we face as humans. Each poem is uniquely and individually strung from the depths of her experience and her area of concern...the painful experiences endured by enslaved Africans.

BEST COPY AVAILABLE

The Immigrant Experience

Classroom Reference Material

(JSC)

CD-ROM

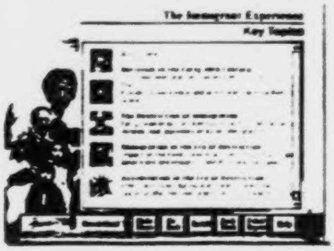
MAC/WINDOWS HYBRID **$149.00**
LABPACK OF 5 DISCS **$298.00**

No. VCCD004

AMERICAN
Journey

Students relive the American story through a wealth of unique source materials and thoroughly researched thematic essays written by leading educators and historians.

The disk tells the stories of successive waves of immigrants from a personal perspective. The contents — ambitious and thorough — include stories of Native American migrations, European immigrants, the Asian migrations of the 19th century, the incorporation of Hispanic peoples as the United States expanded westward, the forced migration of African Americans by the slave trade and their 20th-century exodus to northern cities.



The American Family Albums

Classroom Reference Material

10-VOLUME SET

By Dorothy Hoobler and Thomas Hoobler

(JS)

$199.50 COMPLETE SET (10 VOLUMES)
$ 19.95 SINGLE VOLUMES

No. ADB1661 COMPLETE SET

> *"Lavishly illustrated... Well worth a close reading."*
>
> — *The New York Times Book Review*

The American Family Albums tell the multicolored and often heroic stories of American immigrant groups, largely through their own words and pictures. Each book is a pictorial and written record of the "old country" left behind, the journey to America, the life that the newcomers made for themselves in their adopted country, and the group's contributions to the brilliant diversity of the United States.

THE FAMILY ALBUMS:

The Scandinavian Family, ADB1662
The African American Family, ADB1663
The Chinese American Family, ADB1664
The Cuban American Family, ADB1665
The German American Family, ADB1666
The Irish American Family, ADB1667
The Italian American Family, ADB1668
The Japanese American Family, ADB1669
The Jewish American Family, ADB1670
The Mexican American Family, ADB1671

Open Minds to Equality

A SOURCEBOOK OF LEARNING ACTIVITIES TO AFFIRM DIVERSITY AND PROMOTE EQUITY

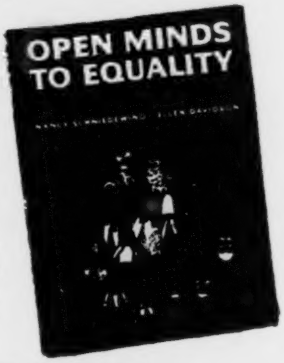
By Nancy Schniedewind and Ellen Davidson

(C)

387 PAGES SOFTCOVER

No. ADB1674 **$36.50**

This valuable teaching resource offers hundreds of suggestions and activities for teachers seeking to explore issues of diversity and tolerance in the classroom. Written by two educators, the book covers complex issues such as racism and homophobia in an engaging, readable format, and also offers specific suggestions and worksheets for promoting respect for equality and understanding in the classroom. With its wide range of topics and lesson styles, this book will be useful to a variety of classroom teachers and curriculum specialists.



Who Belongs Here

An American Story

by Margy Burns Knight

New!

(EJ)

32 PAGES HARDCOVER

No. ADB1591 $16.95

Who Belongs Here

Activity Guide

36 PAGES SOFTCOVER

No. ADB1593 $9.95

The story of Nary, a refugee from Cambodia who immigrated to the United States and was faced with the difficulties of trying to fit in where he was not always wanted. This winner of the 1993 *Publishers Weekly* award for Best Multicultural Book asks important, thought-provoking questions for student discussion: What is a real American? What if everyone who now lives in the U.S., but whose ancestors came from another country, was forced to return to his or her homeland? Who would be left? An accompanying activity guide is perfect for instruction on immigration, United States and Southeast Asian history, repatriation and other topics related to diversity. It is especially useful for English as a Second Language students.

Racism Divided by Color

New!

by Gerald Newman & Elenore Newman Layfield

(JS) Grades 6-12

112 PAGES HARDCOVER

No. ABD1639 $18.95

This well-organized book presents a concise historical look at racism and how societal factors impinge on the problem.

Ethnic Conflicts in Schools

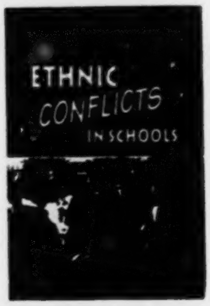
by Susan Banfield

(JS) Grades 6-12

104 PAGES HARDCOVER

No. ADB1565 $18.95

How do ethnic differences affect young people? Our public schools bring students together from many backgrounds, but problems continue to exist even under these circumstances. Are there solutions?



Wonderful World of Difference

(EJ)

20-ACTIVITY SOFTCOVER WORKBOOK

No. ABD0295 $15.00

The ability to respect and accept differences has a dramatic impact on the quality of life for all of us. Education to develop this ability ideally starts within the home and the school and carries over into larger arenas influencing community relations and global harmony as well. The 20 activities, appropriate for students in grades K-8, provide educators with a starting point for helping their students explore the diversity and richness contained within the human family.

A World of Holidays

by Louisa Campbell

Teacher's Discussion Guide

(E) Grades 1-3

60 PAGES HARDCOVER

No. ADB1572 $13.95

Learning about what holidays are celebrated by others can foster a better understanding of difference. In the spirit of cultural diversity, readers sample international celebrations.

Everybody Bakes Bread

by Norah Dooley

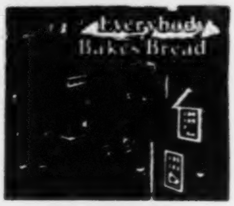
New!

(E)

38 PAGES HARDCOVER

No. ADB1631 $14.95

When Carrie's Saturday plans are rained out, Carrie's mother sends her on a search that saves the day. Carrie discovers that on a stormy day in her neighborhood, everybody bakes bread. From Barbadian coconut bread to chapatis from India, Carrie samples breads from around the world. Accompanied by simple recipes, this rainy-day tale of Carrie's delightful multicultural neighborhood is sure to please.



Individual Differences

(EC)

588 PAGES SOFTCOVER

No. ADB0079 $17.95

How can a teacher facilitate the best development of the individual capacities of students while at the same time helping them to gain a better understanding of themselves and respect for the differences in others? This book is a practical guide to achievement of these goals. It was developed by Marlene Cummings for the Madison, Wisconsin School District.

Diversity Package Offer

COMPLETE KIT AVAILABLE FOR ONLY
No. ADLP4 $139.95

The Golden Door

VHS 25 MINUTES

No. VCAD1634 $89.95

An in-depth exploration of how immigrants from all over the world built this country. This important program uses historic and modern photos mixed with live action footage to chronicle the history of U.S. immigration, and it discusses how patterns of immigration have changed through the years. *The Golden Door* also examines recent Laws such as California's Proposition 187 and the renewed debate about U.S. immigration policies. The video emphasizes that America is a nation whose strengths come largely from the many contributions of its diverse peoples.

America: A Nation of Immigrants

8 COLOR POSTERS,
SIZE 19" x 25"
(LAMINATED)

No. ADB1636 $34.95

This beautiful set celebrates the history, culture and contributions of U.S. immigrant groups. Each poster focuses on a different geographical region and includes a history of why each group came, a timeline indicating where they came from, photos depicting some cultural contributions, famous members of the group and more.

The regions featured are:

- East Asia (China, Japan, Korea)
- Southeast Asia (Vietnam, Cambodia, Laos, the Philippines)
- South Asia and Middle East (including India and Pakistan)
- West Africa (including slavery)
- Eastern Europe
- Western Europe
- Mexico and Central America
- The Caribbean Islands (including Puerto Rico, Cuba, Haiti, the Dominican Republic, Jamaica)

One Nation, Many Peoples

Comprehensive resource guide

160 PAGES, SOFTCOVER

No. ADB1635 $24.95

A one-of-a-kind way to make your study of U.S. immigration information fun! This resource guide is filled with information, source material, and project ideas to help you teach the story of U.S. immigration. The guide is divided into 8 units, corresponding to the eight geographic regions covered by the posters. Each unit includes a brief summary of the group, its history, reasons for immigration, and major contributions.

Source documents such as letters, diary entries and political cartoons, recipes and craft projects specific to that group make interesting report topics, other individual and group projects and much more.

BEST COPY AVAILABLE

What To Tell Your Child About Prejudice and Discrimination

New!

Published by The National PTA and A WORLD OF DIFFERENCE Institute of the Anti-Defamation League

(C)

For Parents and Educators

Brochure Also Available in Spanish

PTA Members:

$10 for 20 brochures
$20 for 50 brochures
$30 for 100 brochures

Non Members:

$12.75 for 15 brochures

English **No. ADB1632**
Spanish **No. ADB1633**

What To Tell Your Child About Prejudice and Discrimination

This brochure offers advice for parents to help children live harmoniously in an increasingly multicultural society. Even if parents are models of acceptance of peoples of all races, cultures and religions. children are exposed to many people who do not respect differences. The National PTA/A WORLD OF DIFFERENCE Institute of the Anti-Defamation League publication.

Melting Pots: Family Stories & Recipes

by Judith Eichler Weber

Teacher's Discussion Guide

(E) Grades 1-3

54 PAGES HARDCOVER

No. ADB1571 $13.95

We are what we eat! We can learn about others by learning about the importance of things that they eat. These delightful stories of multicultural celebrations concentrate on the foods that emphasize their importance (recipes included).

Melting Pots

US: A Cultural Mosaic

(EJSC)

380 PAGES SOFTCOVER

No. ADB0194 $17.95

Helping children to gain insight into themselves and others through the use of language, art and audiovisual activities is the aim of this creative program. *US: A Cultural Mosaic* is a multigrade, multicultural, multidiscipline guide to help teachers and others achieve these goals.

Updated!

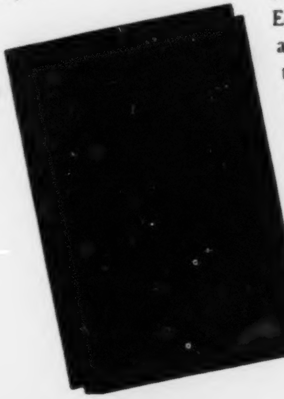
Teacher. They Called Me A_____________!

by Dr. Deborah Byrnes

(EJ)

56 PAGES
SOFTCOVER

No. ADB0384
$ 14.95



Sixty-nine classroom activities to help raise elementary school students' level of awareness, understanding and tolerance of difference. Recently updated, this book by Dr. Deborah A. Byrnes and the Utah State Department of Education is a best-seller and has already helped many teachers to take an important step in reducing the formation and growth of prejudicial attitudes by challenging many of the stereotypes to which children are exposed.

Bein' With You This Way

by W. Nikola-Lisa

New!

(E)

30 PAGES SOFTCOVER

No. ADB1598 $5.95

This award-winning rap-poem with brilliantly colorful, dynamic illustrations is a perfect way to teach young children about the joy of being together—and being different—in a multicultural society.

16 Extraordinary African Americans

16 Extraordinary
African Americans

by Nancy Lobb

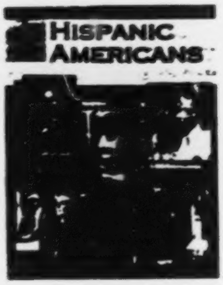
(EJS)

SOFTCOVER

New!

No. ADB1599
$13.95

16 Extraordinary Hispanic Americans



by Nancy Lobb

(EJS)

SOFTCOVER

New!

No. ADB1600
$13.95

16 Extraordinary Asian Americans

Asian Americans

by Nancy Lobb

(EJS)

SOFTCOVER

New!

No. ADB1641
$13.95

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Videos

Biculturalism and Acculturation Among Latinos

New!

(JS)

VHS 28 MINUTES

No. VCAD212 $149.00

Learn how Latinos, like other ethnic groups, struggle with pressures to reclaim and reaffirm their heritage while simultaneously facing pressures to assimilate into the dominant American culture. This program examines the question of which part of their culture Latinos feel they should keep and leave behind and explodes some commonly held beliefs and misconceptions about who Latinos are today in the U.S.

Lighting The Way

Teacher's Discussion Guide

New!

(JS)

VHS 24 MINUTES

No.VCAD220
$49.95

Kwanzaa, LaPosada, Chanukah and Christmas are ethnic and religious holiday festivals, each very different from the other. They are celebrations that share the common threads of food, family and music connecting them in a positive and entertaining way. *Lighting The Way* is an extremely well-done program, originally shown as a PBS special. It provides kids with a more open respect for other cultures, and it recently received an Emmy award for Best Children's Programming.

Valuing Diversity

Teacher's Discussion Guide

New!

(JSC)

VHS 19 MINUTES

No. VCAD210 $89.00

The obstacles to cross-cultural understanding do not have to include prejudiced motives. They can be as simple as not paying proper attention to difference. Viewers learn from Ron, a glad-handing, back-slapping businessman, who believes himself to be friendly and a master of equal treatment. But he learns his everyone's-the-same attitude is a barrier to cross-cultural communication. Viewers see stereotyping in action with Will and Pete, students suspicious of the new attention to AIDS-awareness at their high school. Quick judgment and stereotyping also doom the super-market check-out clerk who finds difficulty in dealing with people from different cultures, social classes and those with unusual body sizes or visible physical handicaps. Video and discussion guide help explain how to overcome communication barriers in the classroom, community or workplace.

The Roots of African Civilization

Teacher's Discussion Guide

New!

(JS)

VHS 25 MINUTES

No. VCAD228 $89.95

What was Western Africa like before the arrival of the Europeans? This dynamic video visits Africa before the slave trade began and discovers the art, culture and history of a people overpowered by their continental neighbors.

Using historical images and artwork, along with interviews with experts on African culture, this program tells the fascinating story of these ancient civilizations in precolonial times. In addition, it points to evidence of these ancient cultures in the lives of African-Americans today. A compelling look at a land too often overlooked.

Toward a More Perfect Union

Teacher's Discussion Guide

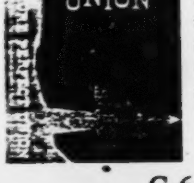
New!

(SC)

VHS 60 MINUTES

No. VCAD222 $69.95

This provocative documentary examines the nature of shared national identity and what it means to be an American today. It profiles Americans in a variety of communities throughout the country, features interviews with numerous historians and writers and American citizens from all walks of life. This video broaches such themes as the relation between personal and national history and the complexity of everyday life.



Teenagers and Racism

(JSC)

VHS 30 MINUTES

No. VCAD251 $69.95

A panel of teen-agers led by psychologist Tom Cottle openly discuss their experiences with racism. For some of today's young people, racism is a problem of the past. Others who have known the pain of exclusion scoff at such an idealistic view. Teen-agers discuss their experiences with parental restrictions on interracial dating, affirmative action, and their efforts to understand and overcome racism.

Joshua's Confusion

Teacher's Discussion Guide

(EJS)

New!

VHS 24 MINUTES

No. VCAD209 $89.95

The story of a young Amish boy's growing awareness of the contrast between his family's Amish faith and traditions, and the modern lifestyles of his friends from school. Young Joshua is exposed to the modern world every day. Sometimes he is teased by his classmates during recess, but the program centers around the conflict that arises when Joshua is invited to attend his best friend's birthday party which his parents consider as part of the frivolous outside world. The video discussion guide provides questions and activities to help students understand how people of different cultures may experience difficulty in relating to the community around them.

Something In Common

Teacher's Discussion Guide

New!

GOLDEN APPLE AWARD WINNING VIDEO FROM THE NATIONAL EDUCATION MEDIA NETWORK

VHS 16 MINUTES

Judaism's multicultural substance is the focus of this eye-opening program. Ethiopian-Israeli immigrants talk to New York City teenagers about their culture and experiences being Black and Jewish. The video, about the ADL Children of the Dream project, highlights the interactions between the teens and how they learned about their differences and their common bonds. The program provides a positive message about multicultural understanding, because it exemplifies how teenagers can cross cultural boundaries to find that they do indeed have something in common.

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Molly's Pilgrim

Teacher's Discussion Guide
(EJS)
VHS 24 MINUTES
No. VCAD121 $325.00

Winner of an Academy Award for Best Short Feature, this is the story of a 9-year-old Russian-Jewish girl who is the object of her classmates' taunts because of her foreign accent, strange ways and peculiar clothes. When each child makes a doll for a class display of the first Thanksgiving, Molly brings a very different looking doll: A Russian-Jewish doll. This leads the children to understand Molly and her family's search for religious freedom.

Make a Wish, Molly

Teacher's Discussion Guide
(EJS)
VHS 30 MINUTES
No. VCAD204 $295.00

Molly continues her odyssey in the United States. The young Russian-Jewish "heroine" of the Academy Award-winning *Molly's Pilgrim* is again the star of this sequel. A year has passed since she and her family arrived, but Molly does not feel "American": she speaks with an accent, her clothes are "foreign" and her religion seems to keep her apart from her classmates. To help Molly overcome that feeling, her parents and teacher plan a surprise party for her. There she finds her friends, all wearing clothes that reflect their ethnic origins and Molly begins to understand what being an American really means.

Passing

Teacher's Discussion Guide
(SC)
VHS 5 MINUTES
No. VCAD242 $95.00

The paths of a white woman and an African-American man momentarily intersect as they walk toward each other on a dark, deserted street. The woman, recalling television news clips about recent crimes, instinctively tenses and zips up her pocketbook. The man, sensing the woman's fear, becomes nervous as well. As they both attempt to avert each other's eyes, they pass without a word. This short film, an ADL Dore Schary 1997 Award Winner, offers a vivid and disturbing snapshot of the conscious and unconscious prejudices that influence us. Video acts as an excellent discussion starter, followed by thought-provoking questions and classroom activities from the teacher's discussion guide.

Respect: The Real Deal

Teacher's Discussion Guide
(JS)
VHS 20 MINUTES
No. VCAD241 $99.95

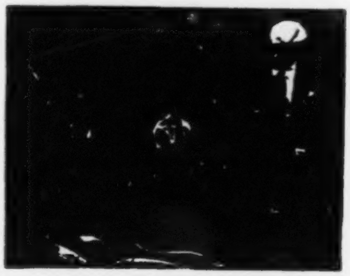
RECOMMENDED BY:*
SCHOOL LIBRARY JOURNAL

Viewers are challenged to discuss the issues of respect for differences, property, authority, and other people's dreams, and how giving respect creates self-respect. Using scenarios, followed by thought-provoking questions, the program challenges viewers to think critically about the issues involved in respect. In the schoolyard, Tyrone and Richie tease Darius about his interest in a female classmate. Darius broods over the incident and finally decides to confront his friends' disrespectful teasing. Debbie borrows a bike from a friend, who reluctantly agrees to let her use it. As a result of Debbie's carelessness, the bike is damaged accidentally. Brad challenges the substitute teacher's plans for the classroom period, and later finds out he overreacted and returns to apologize.

On-screen questions promote discussion of key issues dealing with respect.

Racial and Sexual Stereotyping

(JSC)
VHS 28 MINUTES
No. VCAD243 $89.95

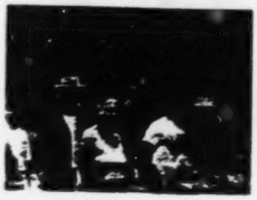


Why do racial and cultural stereotypes persist? This specially adapted Phil Donahue program focuses on how prejudices are handed down from generation to generation, and how teens deal with them on a daily basis. Not all judgments are pejorative — e.g., an Asian is sick of being presumed to be the smartest in the class — but most prejudices are cruel and unjust. This program airs assumptions of African Americans and Hispanics, straight kids who believe homosexuality to be morally wrong, and a lesbian who fears the reactions of other girls. The program concludes with a demonstration of teens seeking to work out their differences.

Philadelphia, Mississippi

(SC)
VHS 60 MINUTES
No. VCAD244 $199.00

"...*A useful contemporary civil rights update for public and academic libraries.*" — *Video Librarian*



A contemporary portrait of the small Southern town where, in June 1964, three young civil rights workers were murdered for helping Blacks register to vote. In the 30 years since, Philadelphia, MS, has retained its infamous reputation as a racist backwater. Every year, on the anniversary of the murders, national news media converge on Philadelphia in an attempt to learn whether race relations have changed in the American South. This intense scrutiny has affected how Philadelphians feel about themselves and the rest of the country. Interviews with Philadelphia residents, both Black and white, reveal a town full of complexity, with many responses challenging viewers to examine their own racial attitudes.

Do The Right Thing — Halting Bigotry

(JS)
VHS 25 MINUTES
No. VCAD245 $49.95

A new youth guidance video series called "Talk Box," moderated by journalist Katy Sai. Lively discussions with teens on important issues including racism, stress, careers and self-esteem help youth develop an understanding of others, while improving their problem-solving and communication skills. Greg Alan Williams, an actor on "Baywatch," talks to middle school children about his

Free to Be

Teacher's Discussion Guide
(JSC)
VHS 28 MINUTES
No. VCAD93 $55.00

A video that raises questions about diversity and conformity in American life. Produced by ADL in cooperation with the New York City Council for the Humanities, *Free to Be* examines the concepts of ethnic, religious, and political differences and how our society has coped. An open-ended discussion stimulator.

Great Black Innovators Past and Present

Teacher's Discussion Guide

(EJS)

VHS 20 MINUTES

No. VCAD197 $89.95

The lives and ideas of black innovators in the areas of business, science and engineering are explored in depth. This video graphically combines still images, live footage and an interview with James Brodie, author of *Created Equal: The Lives and Ideas of Great Black Innovators.*

Great Black Innovators

Through This Darkest Night

(JSC)

VHS 12 MINUTES

No. VCAD102 $60.00

The tragedy of reservation life for generations of Native Americans is explained in this moving video. Archival photographs and rare documentary motion picture footage illustrate a narration in the style of oral tradition as three voices recount experiences that spelled the destruction of a culture. *Through This Darkest Night* was produced for the Denver Art Museum's exhibit on Plains Indian Art.

Facing Differences: Living Together on Campus

Teacher's Discussion Guide

(SC)

VHS 11 MINUTES

No. VCAD12 $90.00

Teaching about overt and covert acts of prejudice among students is the focus of this video. In this film, produced by ADL in cooperation with the National Association for Campus Activities, students talk about the problems of everyday life in a diverse, multicultural population. It is intended for use in student-orientation programs, student-leadership programs, courses on pluralism and other comparable student activities.

Names Can Really Hurt Us

Teacher's Discussion Guide

(JS)

VHS 24 MINUTES

No. VCAD120 $100.00

Teenagers in an ethnically diverse school talk about their painful experiences as victims of bigotry and also reveal their own prejudices and stereotypes. Their revelations lead to healing, self-confidence and the courage to challenge bigots and bullies. This video is appropriate for large assemblies as well as the classroom.

A Class Divided

Teacher's Discussion Guide

(JSC)

VHS 60 MINUTES

No. VCAD124 $200.00

A follow-up to Iowa teacher Jane Elliott's original experiment. Ms. Elliott, a teacher in an Iowa farming community, taught her third-graders about the effects of prejudice by dividing the class on the basis of eye color. In this PBS *Frontline* documentary, filmed 15 years later, she meets with some of her former students to analyze the experiment in prejudice and its impact on their lives. The power of Elliott's experiment is shown when it is conducted at a prison facility with 175 employees.

The Era of Segregation

Teacher's Discussion Guide

(EJS)

VHS 30 MINUTES

No. VCAD199 $89.95

Clifton Taulbert grew up in the Mississippi Delta during the 1940s and 1950s. His reminiscences of growing up black in that time and place have made him an award-winning author and given him national acclaim. Now a moving video looks at Taulbert's unique perspective on life. Historic footage, interspersed with archival stills, puts a human face on the period when institutional segregation was practiced in this country. The video helps make the connection between the past and the present and shows the relevance of history to today's issues.

Shadows Between Friends

Teacher's Discussion Guide

(JS)

VHS 30 MINUTES

No. VCAD1

$55.00

SHADOWS
BETWEEN
FRIENDS

With odds against it, Luis, born in Mexico, and Charlie, an Anglo, are buddies. The friendship between these two California high school students is at first threatened by, but eventually overcomes, the prejudices and stereotypes of schoolmates and adult society. Produced by Chapman College for ADL.

Breaking Through Stereotypes

Teacher's Discussion Guide

(JSC)

VHS 15 MINUTES

No. VCAD192 $75.00

What makes the perception of "others" as "different?"

Produced by and for teenagers, this documentary explores how stereotypes influence human interaction. Hollywood films and TV programs provide the context for exploration into Hispanic, Asian, African-American, Italian and Jewish stereotypes. To achieve their goal of promoting greater understanding, the teens interview a number of experts in intergroup relations. The video is an excellent discussion starter for a multicultural curriculum, conflict resolution and human dynamics training.

Neighbors

Teacher's Discussion Guide

(EJS)

VHS 8 MINUTES

No. VCAD179 $75.00

A family of mimes moves into an invisible house in a typical middle class neighborhood. Despite the open, warm attempts by the father, mother and son at neighborliness, the neighbors are scandalized by their differences—differences that are amusing and delightful to the audience. Fortunately, all ends well. This is a gentle, humorous, imaginative fiction on the theme of "nimby" (not in my back yard). This short is a winner of the 9th Annual Dore Schary Prizes (1994) from ADL. It demonstrates the value of diversity and human differences.

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Showdown!

New!

(SC)

VHS 18 MINUTES

No. VCAD232 $69.95

Talk turns ugly, and double-entendre racial slurs flow, during a fast-money nine-ball pool game in the Texas Showdown Saloon. Stereotypical players from the Redneck Hustler to the Chinese Crooner to the "Double-Or-Nothing" Dame partake in verbal challenges that catch everyone in a crossfire of prejudice at the Showdown. This video satire provides viewers with an opportunity to examine conflict and bring about change through a better understanding of our differences. Video can be used as a discussion starter in workplace, campus and community diversity training settings.

The American Story

Teacher's Discussion Guide

(EJSC)

VHS TWELVE 23 MINUTE PROGRAMS

No. VCAD106 $400.00 COMPLETE SET/$45.00 PER VIDEO

It's the American experience as seen through the eyes of 12 families with diverse ethnic and religious backgrounds. This dramatic video series details the lives of people caught up in the day to day flux of a rapidly changing American society. Each revealing video includes a Discussion Guide providing detailed background information on the history and social patterns of the individual ethnic group, as well as a transcript of the narration and an annotated bibliography.

The videos are:

The Brooks Family–No. VCAD58
The African American Story

The Flynn Family–No. VCAD114
The Irish American Story

The Fukuyama Family–No. VCAD60
The Japanese American Story

The Garcia Family–No. VCAD111
The Puerto Rican American Story

The Gromada Family–No. VCAD112
The Polish American Story

The Hernandez Family–No. VCAD63
The Mexican American Story

The Marinelli Family–No. VCAD65
The Italian American Story

The Merlin Family–No. VCAD66
The Jewish American Story

The Nicholas Family–No. VCAD68
The Native American Story

The Olson Family–No. VCAD86
The Swedish American Story

The Schrader Family–No. VCAD119
The German American Story

The Spanakos Family–No. VCAD116
The Greek American Story

Behind the Mask

Teacher's Discussion Guide

(E)

VHS 8 MINUTES

No. VCAD26 $45.00

Using artwork created by children and a script based on their perceptions of the world around them, this wonderfully imaginative video is an exploration of the uniqueness of each individual and the similarities that unite us all. Designed for use with children in the early elementary grades, the video develops an understanding of the manifestations of prejudice while it teaches an appreciation of difference.

Shaft of Light

New!

Teacher's Discussion Guide

(SC)

VHS 9 MINUTES

No. VCAD219 $49.95

Workers in a very oppressive society are the focus of this animated video, but they are not real workers, instead they are animated stick-like mime figures. The members of the society learn firsthand about classism, dehumanization, and stereotyping. Watching the goings-on in this fictional "techno-workplace" gives students and other viewers a chance to see the effects of stereotyping, obstacles to creativity, them vs. us attitudes and the fallout from individuals challenging the system.

Can We All Get Along?

(JSC)

VHS (NINE 15-MINUTE SEGMENTS)
-2 HOURS

No. VCAD184 $99.95

Rodney King's classic question following the 1992 Los Angeles uprising is put to nine observers and/or commentators on the state of race relations: African-Americans, whites and an Asian. Each conversation offers a starting point for classroom and adult group discussion as the nine Americans grapple with the major issue that divides our nation. Hosted by PBS news correspondent Charlayne Hunter-Gault, these segments first aired on PBS's MacNeil/Lehrer NewsHour.

The Distorted Image: Stereotype and Caricature in America, 1850–1922

Teacher's Discussion Guide

(JSC)

VHS 28 MINUTES

No. VCAD56 $55.00

These caricatures in large circulation magazines reveal the extent and nature of stereotyping, which has affected all minority groups in the United States. The presentation is designed for students of history, sociology, and psychology and is based on research assembled by John and Selma Appel.

Eye of the Storm

(JSC)

VHS 25 MINUTES

No. VCAD141 $129.00

Iowa teacher Jane Elliott conducts an eye-opening test of prejudice in her classroom. In a two-day experiment, her third graders are separated into "superior" and "inferior" groups based solely on eye color. Blue-eyed children are "superior." Brown-eyed children are "inferior." On the second day, the roles are reversed. This ABC-TV documentary explores the effects of the experiment. Attitudes, behavior and classroom performance are measurably changed as children suffer from segregation, discrimination and prejudice.

Eyes On The Prize:

America's Civil Rights (1965-1985)

(JSC)

8 60-MINUTE VIDEOS FOR $69.95 EACH OR COMPLETE SET OF 8 VIDEOS

No. VCAD170 $450.00

This award-winning PBS series documents the struggle for equality under the law from the mid 1960s to the mid 1980s, and analyzes the changing nature of the civil rights movement:

The Time Has Come - 1964-1966
No. VCAD170A

Two Societies - 1965-1968
No. VCAD170B

Power! - 1966-1968
No. VCAD170C

The Promised Land - 1967-1968
No. VCAD170D

Ain't Gonna Shuffle No More - 1964-1970 No. VCAD170E

A Nation of Law? - 1968-1971
No. VCAD170F

The Keys To The Kingdom - 1974-1980
No. VCAD170G

Back To The Movement - 1979-1985
No. VCAD170H

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Children of the Dream Project Videos

(JS)

2 VIDEOS:

CHILDREN OF THE DREAM

No. VCAD152 $55.00

SOMETHING IN COMMON

No. VCAD208 $55.00

***SAVE* WHEN YOU PURCHASE BOTH VIDEOS FROM THIS REMARKABLE PROGRAM FOR ONLY $85.00**

These remarkable videos document two components of ADL Children of the Dream program, now in its fifth year with programs in communities all over the country.

Teacher's Discussion Guide

VHS 22 MINUTES

In April 1992, a remarkable two-week education project in Los Angeles brought together some students from American inner-city schools and eight Ethiopian born youngsters from Israel. The Ethiopians had been living in Israel since they were airlifted there in rescue missions. The project was a learning experience designed to build understanding and overcome prejudice. The project became more intense when, in the wake of the Rodney King verdict, rioting erupted in Los Angeles. *Children of the Dream* documents this project, and is an excellent tool for classroom, teacher-training, church and community use. It helps to dispel stereotypes, explores the immigrant experience and facilitates communication.

Mini Films On Prejudice 14 Public Service Announcements

Teacher's Discussion Guide

(EJSC)

VHS 15 MINUTES

No. VCAD83 $59.95

If you are looking for a motivational device to start a discussion on prejudice in your classroom, ADL has produced 14 Public Service television commercials that will tell kids what it is all about.

The Lunch Date

(SC) *New!*

VHS 10 MINUTES

No. VCAD227 $69.95

An Oscar-winning film about a white suburban matron who, through a series of events, comes face to face with her own prejudices and stereotypes about Black males as she navigates through a big-city railroad station. This short comedy sets the stage for an in-depth classroom discussion about expectations of behavior that result from stereotypical thinking.

Arresting Prejudice

(C) *New!*

VHS 31 MINUTES

No. VCAD225 $295.00

How have law enforcement professionals learned to deal with incidents of prejudice? This video depicts ways that local police have learned to cope with race and bias issues in their communities. *Arresting Prejudice* also features ADL workers training law enforcement officials in Texas.

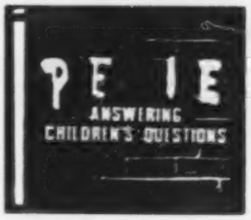
Prejudice: Answering Children's Questions

(JSC) *New!*

VHS 75 MINUTES

No. VCAD213 $19.98

Helping children better understand the roots of prejudice is the focus of this entertaining and enlightening video. Hosted by Peter Jennings of ABC News, an audience of children from age 6 to 18, as culturally diverse as our nation, are led in an investigation of prejudice. A team of experts conducts a number of enlightening experiments designed to help kids better understand the basis of prejudice. The program scrutinizes some of the influences that shape children's ideas about the world and also examines stereotypes based on race, sex, religion and disability. Suitable for both classroom viewing and teacher-training workshops.



Rapmatazz: A Notebook Against Prejudice

Teacher's Discussion Guide

(JS)

VHS 24 MINUTES

No. VCAD4 $100.00

In cool stylized rap a group of talented teens in The Boston Youth Theater dramatize Four Steps to Combating Prejudice in the universal language of music, dance and drama. No punches are pulled as students explore how to understand and value cultural differences, deal with fears about other groups, resist peer pressure to harass those who are different and disapprove when others make bigoted remarks. *Rapmatazz* was produced by WCVB-TV in Boston and is appropriate for use in large assemblies as well as in the classroom.

A WORLD OF DIFFERENCE Institute Training Program

Teacher's Discussion Guide

(JSC)

VHS 11 MINUTES

No. VCAD5 $90.00

The idea that stereotyping can lead to biased treatment is proven by three reenactments of real-life situations. The vignettes include *Ethnic Humor* and how it perpetuates stereotypes, *The Art Exhibit* which explores freedom of expression and social responsibility, and *Routine Check* which examines how group generalizations influence everyday life. The video is designed to provide educators with an effective teaching tool for sensitizing participants to the subtleties of prejudice. Discussion guide provides group leaders with "how-to's" for generating honest, open talk and includes detailed questions and suggested follow-up activities.

Sioux Legends

Teacher's Discussion Guide

(EJ)

VHS 20 MINUTES

No. VCAD223 $49.95

The Sioux are native Americans whose religion and philosophy are full of legends. Some of these are presented in this dramatic program. Filmed in the Black Hills and Badlands of South Dakota with native Sioux as actors, the legends reveal Sioux identification with the focus of nature.

The Un-Biased Mind

Teacher's Discussion Guide

(JSC) *New!*

VHS 23 MINUTES

No. VCAD226 $89.00

Simple everyday habits can lead individuals to act in a biased or prejudiced manner without really knowing it is happening. This video shows how we all adopt thinking habits that make it possible for us to function in a complex world, but some of these habits lead us to biased and prejudiced thinking. The tape analyzes four items that can lead to a biased thought process:

- Stereotypes
- Problems with cause and effect
- Seeing only what we expect to see
- The invisible self

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Posters

WORD POWER POSTER SERIES: *New!*

Grow...Hate...Talk...Help

TEACHER'S DISCUSSION GUIDE

PACKAGE INCLUDES 4, FOUR-COLOR, 20" x 28" POSTERS, TEACHER'S DISCUSSION GUIDE AND VIDEO

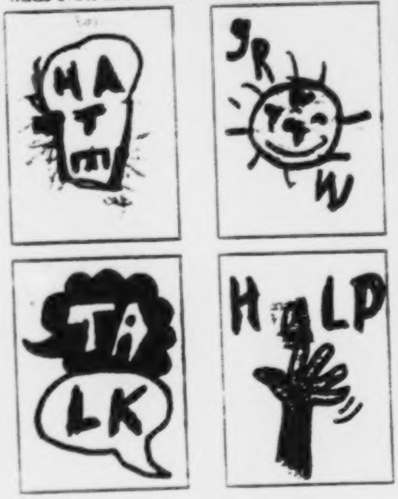
No. ADLP5 $28.95

POSTERS PLUS GUIDE ONLY

No. ADB1629 $17.95

Designed exclusively for ADL by internationally-renowned award-winning poster artist James Victore.

Striking posters feature a four-letter word addressing a different aspect of tolerance: "Hate" shows the inherent danger of ignorance. "Grow" is about the development of an individual and how he/she can effect change. "Talk" is about understanding through communication. "Help" shows how one person can make a difference. Teachers can use the posters to help students understand prejudice. Lessons are enhanced with a video of ADL public service announcements geared to each poster. Discussion guide with book list, definitions and activities adds even more dimension.



Diversity is our strength.

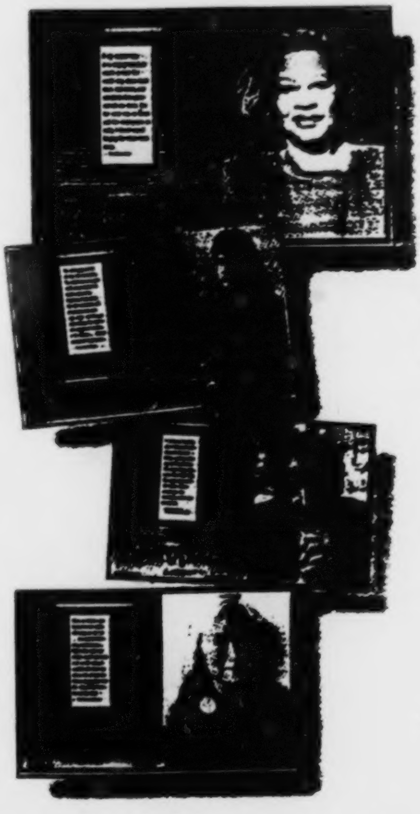
Diversity Is Our Strength

(EJS) *New!*

18" x 24" POSTER

No. ADB0100 ~~$7.95~~...NOW, A SPECIAL *PRICE BREAK!* $4.95

This colorful poster depicts children from various ethnic and racial backgrounds. Adapted from an ADL billboard campaign used throughout the Northeastern region of the U.S., it emphasizes diversity in our society and helps to promote understanding. The poster can be used in classrooms, offices or community gathering places to stimulate discussion on diversity and heighten awareness of living and learning together in harmony.



Voices of Diversity

Poster Series

(JSC)

SET OF 10 POSTERS $26.95

No. ADB1658

This one-of-a-kind poster set features 10 outstanding American writers who lend diverse voices to the world. Each poster contains a quote from one of the author's works, as well as biographical information. On heavy coated stock.

Featured:

- SHERMAN ALEXIE
- ISABEL ALLENDE
- RALPH ELLISON
- OSCAR HIJUELOS
- ZORA NEALE HURSTON
- DAVID HENRY HWANG
- MAXINE HONG KINGSTON
- TONI MORRISON
- ELIE WIESEL
- RICHARD WRIGHT

Diversity Is Our Strength

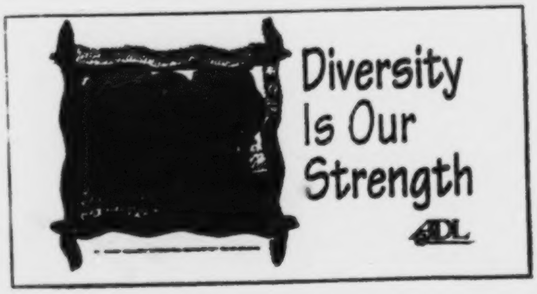
(EJS)

18" x 24" POSTER

No. ADB0100

SPECIAL PRICE $4.95

Another colorful, engaging poster in ADL's *Diversity Is Our Strength* series, promotes understanding and heightens our awareness of living and learning together in harmony. Hang this poster in your classrooms, offices or community gathering places to help stimulate discussions on diversity.



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TOGETHER WORKS BETTER POSTER SERIES:

Growing Together *New!*

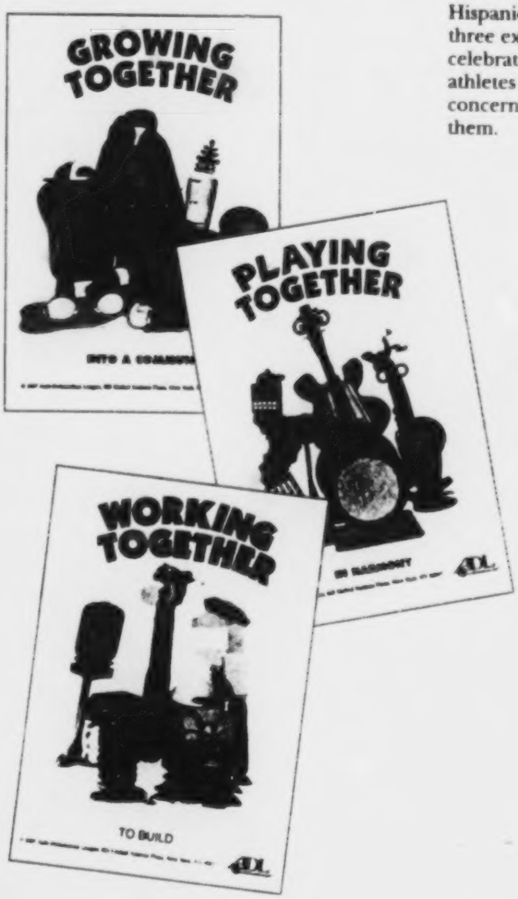
Playing Together

Working Together

Teacher's Discussion Guide

3, 18" x 24" POSTERS,
FOUR-COLOR
(E)
No. ADB1630 $12.95

This vivid set of three posters is perfect to hang on any classroom wall or bulletin board to help children to understand diversity. The subjects are groups of vegetables, tools and instruments. Seeing them growing, working and playing together, teaches children that the differences among us enrich our society. Other messages conveyed in these easy-to-understand images and words include cooperation, understanding, acceptance and harmony. Teacher's Discussion Guide provides suggestions for lessons and activities to encourage an understanding of diversity.

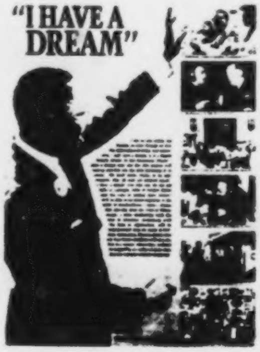


IF YOU REALLY BELIEVE IN AMERICA,
PREJUDICE IS FOUL PLAY!

Prejudice Is Foul Play–Sports Posters

(Si Realmente Cree en America...El Prejucio Es Un Juego Sucio)
(EJS)
3, 18" x 24" POSTERS
No. ADB0600 ~~$12.00~~
NOW, A SPECIAL *PRICE BREAK!*
$7.95

Gabriel and Raphael Rueles and Oscar De La Hoya, all World Champion Hispanic Boxers, are subjects of these three exciting sports posters. The posters celebrate the accomplishments of young athletes and help us identify with their concerns for the communities around them.



Sports Poster Series

(EJS) *New!*
9, 18" x 24"
B&W POSTERS
New Discussion Guide
No. ADB0777 $20.00

"If You Really Believe in America, Prejudice Is Foul Play." These posters are big, they're bold, they're dynamite! Stars featured in this series are Eric Lindros of the Philadelphia Flyers, Grant Hill of the Detroit Pistons, Steve Young of the San Francisco Forty-Niners, Olympic gymnastic gold medalist Kerri Strug, coach Pat Riley of the Miami Heat, tennis star Michael Chang, LPGA Championship golfer Nancy Lopez, WBC Welterweight Boxing Champion Oscar De La Hoya and Alexi Lalas, Defender, New England Revolution. Beautiful action photos highlight the grace and power of the athletes. The photos are brilliantly coordinated with the striking slogan for maximum effect. Comes with discussion guide for greater classroom impact.

Order this series, and for a limited time receive a free special bonus: Michael Jordan and Charles Barkley four color sports posters. These are available only as supplies last.

Martin Luther King Jr., "I Have a Dream" Poster

(EJS)
16" X 21"
No. ADB0888 ~~$7.00~~...NOW, A SPECIAL *PRICE BREAK!* $4.95

A pivotal moment in American history is commemorated in this poster. The famous "I Have a Dream" speech during the historic March On Washington is the background for this visual history of Dr. Martin Luther King's life in the civil rights movement. It is an excellent bulletin board piece for the classroom. The reverse side of the poster provides teachers with the full text of the speech as well as activity suggestions.

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Allen County
Implementation of Race/Education Project

Timeline	Activities	Expected Outcomes	Target Audiences	Comments
7/1/99	Marketing Calls	• Gain buy-in to participate from key members of the community.	Key corporate, social service, legislative and neighborhood community members	
8/1/99	Develop Media Strategy to be launched prior to telephone surveys.	• Brainstorming session where creative ideas are generated on media blitz for project. • Media buy-in to help by giving air time to project and survey	TV, Newspaper and radio representatives	
8/15/99	Launch Media Campaign	• An environment where potential respondents are aware of the survey and it purpose and are willing to participate if called.	black and white parents	
9/1/99 to 9/30/99	Conduct Telephone Surveys	• To complete a minimum of 150 black and 150 white parent surveys.	Parents of school age children within Allen County.	
10/1/99 to 10/31/99	Collect and analyze baseline data for target students -- county-wide	• Baseline data for target students should include: SATand ISTEP scores, GPAs, family incomes, gender, and xxxxxxxxxx xxxxxxxxx xxxxxxxxx	• Districts -- Admiistration	
11/1/99	Analysis of Survey Data	• To identify significant trends, attitudes and issues surrounding race and education as perceived by black and white parents in Allen County.	• Superintendents' analysis. • Other educators • Parents' Focus Groups -- one from each school district. • Neighborhood Associations • Project Steering Committee	
11/1/99 to 12/15/99	Prepare for Community Dialog Sessions • Study Circles (10) • Media Presentations with call-in questions and ideas from the audience. • Town Meetings (4)	• To make the necessary arrangements to ensure 600+ community members participate and that each session is facilitated to ensure valuable and broad community input.	• LEF, • Steering Committee • community volunteers.	Facilitator training required

Timeline	Activities	Expected Outcomes	Target Audiences	Comments
11/1/99 to 12/15/99	**Conduct Community Dialog Sessions**	• To understand community's interpretation of data. • To identify issues of the project. • To determine community's priorities • to identify and recruit sufficient community members who are willing to work towards developing and implementing a community-wide action plan to improve education for all children.	**Community at large** • parents and non-parents • educators • business community • social service community. • Neighborhood Assoc. • local and state legislators	

1/1/00 to 1/30/00	Prepare for Community Action Planning Sessions
	• Synthesize data from survey and community dialog sessions
	• Engage persons who have volunteered to serve on action plan and implementation committee.
	• Identify and group volunteers by sector to work on developing sector action plans
	• Hire a facilitator to lead planning sessions
	• Identify issues by sector:
	  • Parents
	  • Education
	  • Business
	  • Social Services
	  • Legislators
		• To make the necessary arrangements to ensure community members participate in developing and work toward implementing action plans improve public education for all students.		

2/1/00 to 6/30/00	Conduct Community Planning Sessions. 402	• To develop and implement plans that address issues identified from the survey and that improve education for all students. • To identify sector champions to provide future leadership for project.	The Community at large • Parents and non-parents • Education • Business • Social Services • Legislators	403

Center For Living Democracy

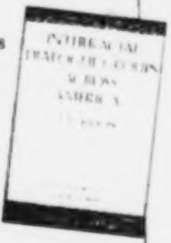
BRIDGING THE RACIAL DIVIDE: A REPORT ON INTERRACIAL DIALOGUE IN AMERICA

The compilation of findings from CLD's year-long research into the extent of interracial dialogue in communities across the nation. Introduces the best practices of sixty groups from around the country that model sustained, community-based interracial dialogue. Eleven major findings, success stories, contact information on many interracial dialogue groups and a recommended reading list.

By Paul Martin DuBois and Jonathan Hutson.
74 pages. (Center for Living Democracy, 1997)

BBO4 **$10.00**

INTERRACIAL DIALOGUE GROUPS ACROSS AMERICA: A DIRECTORY



A companion to *Bridging the Racial Divide*, the directory gives detailed contact information and a description of the work of 60 dialogue groups across America. An excellent resource for anyone interested in the dialogue movement or interracial work in general.

Edited by Mary Ann Statham.
100 pages. (Center for Living Democracy, 1997)

BI02 **$10.00**

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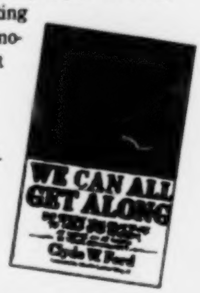
$7.50 for 10 or more copies, any combination

WE CAN ALL GET ALONG: 0 STEPS YOU CAN TAKE O END RACISM



Shows how you can help to end racism at home, at work and in your community. Clyde W. Ford, who has spent his life fighting for racial equality and harmony, shares 50 steps that put the power to change the way things are into your hands. Each chapter includes resources, historical facts and statistics.

By Clyde W. Ford.
195 pages. (Dell Publishing, 1994)

BW02
$10.95

BREAKING THE ICE: A GUIDE TO UNDERSTANDING PEOPLE FROM OTHER CULTURES

2nd Edition offers data, discussion topics and exercises geared to facilitate cross-cultural dialogue about the major challenges facing our society today. Contains a chapter focused on moting cross-cultural awareness and under- ding for organizations.

y Daisy Kabagarama. 78 pages. (Allyn and Bacon, 1997)

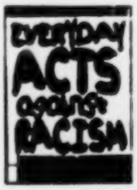
BB07 **$6.95**

US AND THEM: THE CHALLENGE OF DIVERSITY

The presenters' manual being used in communities throughout the country to promote intergroup dialogue. *Us and Them* was chosen by CLD's Interracial Democracy Program as one of twenty-two exemplary interracial dialogue programs nationwide. Designed for use by psychologists and other professionals wanting to promote intergroup understanding, reconciliation and cooperation. Includes lecture formats, overheads, exercises and discussion guides in three-ring binder for easy duplication.

By Stephen Dillon Fabick. 190 pages.
(Michigan Chapter of Psychologists for Social Responsibility, 1998)

LU02 **$30.00**



EVERYDAY ACTS AGAINST RACISM: RAISING CHILDREN IN A MULTIRACIAL WORLD

The contributions in this book are written by mothers and teachers. They suggest practical ways we can work to end racial divisions. A valuable tool for teaching new values to children and for transforming divided communities.

Edited by Maureen Reddy. 270 pages.
(Seal Press, 1996)

BE09 **$15.95**

ACTIONS SPEAK LOUDER: A SKILLS-BASED CURRICULUM FOR BUILDING INCLUSIVITY

Designed to help young people accept themselves and their peers while they work together to move us all toward a more inclusive society. Each module includes directions for the instructor, suggested times and materials, and handouts for duplication.

(The National Conference, 1995.)

Grades K-8	*22 pages.*
LA01	**$3.00**
Grades 9-12	*19 pages.*
LA02	**$3.00**

OFF WHITE: READINGS ON RACE, POWER, AND SOCIETY

Examines the development and expressions of white identity in academia, politics and media from diverse perspectives. Offers lessons in bridging race and gender gaps. Affirms the role that whites can and do play as allies in taking action against racism.

Edited by Michelle Fine, Lois Weis, Linda C. Powell and L. Mun Wong. 366 pages. (Routledge, 1997)

BO01 **$24.95**

Understanding Interracial Unity: A Study of U.S. Race Relations

Provides an historic overview of Americans' interracial collaboration to fight racism from colonial times to the present. The book offers useful detail on the struggle against racism, including the antislavery movement and the roles of blacks and whites in organizing early civil rights groups such as the NAACP.
By Richard Walter Thomas. 230 pages. (Sage Publications, 1996)

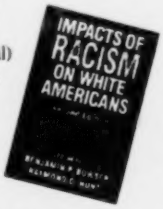
BU02 **$25.00**

Black Liberation in Conservative America

This analysis/critique provides a good jumping-off point for those who wish to help make changes in our society. It addresses issues relevant to public policy, education, black women, church burnings, Black-Jewish relations, etc. Other topics include multiculturalism and youth issues.
By Manning Marable. 285 pages. (South End Press, 1997)

BB05 **$16.00**

Impacts of Racism on White Americans



Offers a detailed description of racism including various types (individual, cultural, institutional) from a white perspective. Gives good examples of whites who are counseled about white racism. It is aimed at whites, would appeal to those who want to change their way of thinking about race. Draws upon the work of whites, blacks and Hispanics.
Edited by Benjamin P. Bowser and Raymond G. Hunt. 295 pages. (Sage Publications, 1996)

BI03 **$26.00**

Remaking America: How the Benevolent Traditions of Many Cultures Are Transforming Our Nation's Life

Focuses on the long history and rich tradition of giving among people of color. Suggests that these traditions can be woven together to shape a new vision of the American community based on shared values, universal compassion and new spirituality.
By James Joseph. 255 pages. (Jossey-Bass, 1995)

BR05 **$26.95** (hardcover)

Facing Racial and Cultural Conflict: Tools for Rebuilding Community

Rich in stories of Americans learning how to cross the racial divide. Draws critical lessons for us all.
55 pages. (Program for Community Problem Solving, 1994, 2nd edition)

BF01 **$15.00**

Respecting Our Differences

DIFFERENCES

A useful resource for teachers on how to promote tolerance to youth. It is especially appropriate for educators working with junior high students and youth groups. This practical workbook offers helpful exercises and tips, thought-provoking questions and success stories about how youth have responded to bigotry, prejudice and bias.
By Lynn Duvall. 197 pages. (Free Spirit Publishing, 1994)

BR08 **$12.95**

Racial Healing: Confronting the Fear Between Blacks and Whites

RACIAL HEALING

Can America bridge our racial chasms? In a strong argument for interracial public engagement, Harlon Dalton is optimistic about broad-scale healing if certain conditions are met. The most important condition, he proposes, is clear, direct, honest communication especially about the fact that racial justice is in everyone's best interest, not only Blacks.
By Harlon L. Dalton. 246 pages. (Doubleday, 1995)

BR03 **$12.00**

Repairing the Breach

The report of the National Task Force on African American Men and Boys, this document draws upon the work of many community leaders, scholars, and others who have been working to resolve problems that affect African Americans and American society as a whole. Full of guiding principles and recommendations for improving race relations, supporting families and rebuilding our communities.
288 pages. (W.K. Kellogg Foundation/Alpine Guild, 1996)

BR06 **$34.95** (hardcover)

Teaching Tolerance

teaching tolerance
sara bullard

Provides practical advice on a basic level, a list of organizations to contact for more information and a recommended reading list. Prompts adults to examine their own prejudices and feelings, so that the teaching process becomes a journey of self-discovery.
By Sara Bullard. 235 pages. (Doubleday, 1996)

BT05 **$11.95**

Pass It On: Volunteer Recruitment Manual

Prepared as a guide to help Big Brothers/Big Sisters recruit volunteers among people of color, this excellent instruction manual will improve your outreach to African-American, Latino/a and other diverse populations. Emphasizes cultural awareness, community networks, and many forms of outreach and public communications. Includes instructions for planning, budgeting and evaluation of minority recruitment programs.
181 pages. (Big Brothers/Big Sisters of America, 1994)

BP02 **$25.00**

Healing Racism: Education's Role

Provides examples of working through racial conflicts in the classroom and school system. Good for teachers and parents alike.
Edited by Nathan Rutstein and Michael Morgan. 361 pages. (Whitcomb Publishing, 1996)

BH05 **$24.95**

Reading Across Cultures: Teaching Literature in a Diverse Society

Teachers and students offer stories and insights that deepen the conversation about literature, culture and teaching. Designed primarily for teachers of English but widely accessible, the book weaves together the concepts of reader-response theory, cultural studies and multicultural literature.
Edited by Theresa Rogers and Anna O. Soter. 244 pages. (Teachers College Press, 1997)

BR04 **$21.95**

Building Bridges With Reliable Information

Offers information and language to help journalists and community leaders understand the histories, beliefs and self-descriptions of various ethnic groups.
107 pages. (The National Conference, 1994)

BB10 **$10.00**

A DIFFERENT MIRROR: A HISTORY OF MULTICULTURAL AMERICA

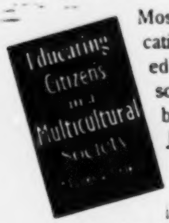
A Different Mirror
Ronald Takaki

Filled with hundreds of quotations in immigrant's own words. The author helps us appreciate the importance of unlearning the standard Eurocentric history of America in favor of a more inclusive and accurate story of this nation's complex and intriguing past.

By Ronald Takaki. 508 pages. (Little, Brown and Company, 1993)

BD04 **$14.95**

EDUCATING CITIZENS IN A MULTICULTURAL SOCIETY



Most literature on citizenship education is silent on questions related to race, ethnicity and social-class stratification. This book fills that gap. In 11 essays, James Banks describes how schools can both educate students to participate effectively in a society that reflects ethnic and cultural diversity, and also promote national unity and public good.

By James A. Banks. 171 pages. (Teachers College Press, 1997)

BE08 **$22.95**

DOUBLE EXPOSURE: POVERTY AND RACE IN AMERICA

This book gives us nearly 40 short articles, coupled with a variety of superb commentaries, that furnish an excellent overview of the complex topics of immigration, multiculturalism, affirmative action, racial categorization and the relationship between race and wealth. Provides some of the best thinking in subjects shaping the America of the next century.

Edited by Chester Hartman. 258 pages. (M.E. Sharpe, 1997)

BD05 **$19.95**

LIES MY TEACHER TOLD ME: EVERYTHING YOUR AMERICAN HISTORY TEXTBOOK GOT WRONG

Seeks to correct omissions and distortions of leading high school history textbooks, drawing a more complete and accurate picture of the history of racism in America.

By James W. Loewen. 383 pages. (Simon & Schuster, 1995)

BL02 **$14.00**

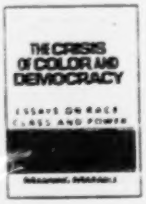
BUILDING DIVERSE COMMUNITIES

This 30-page booklet emphasizes the importance of dialogue in building leadership within a community. The author uses the historic Penn School for Preservation as an example of an excellent leadership training program with a focus on both the skills and principles of leadership.

By Jeanne L. Porter. 30 pages. (Pew Partnership for Civic Change, 1995)

LB02 **$3.00**

THE CRISIS OF COLOR AND DEMOCRACY: ESSAYS ON RACE, CLASS AND POWER


The Crisis of Color and Democracy
Essays on Race, Class and Power

Essays from an African American perspective on subjects including cultural identity, economic underdevelopment, education, racism and apartheid. The author makes a compelling case for interracial unity within a pluralistic democracy.

By Manning Marable. 259 pages. (Common Courage Press, 1992)

BC12 **$14.95**

HEALING INTO ACTION: A LEADERSHIP GUIDE FOR CREATING DIVERSE COMMUNITIES

Practical guide for creating diversity in any organization or community. Provides theories, examples and activities for principles discussed in chapters ranging from the building of environments to welcoming diversity to the empowering of leaders. Great for organizations as well as individuals.

By Cherie R. Brown and George J. Mazza. 98 pages. (National Coalition Building Institute, 1997)

BH03 **$14.95**

UPROOTING RACISM: HOW WHITE PEOPLE CAN WORK FOR RACIAL JUSTICE

Designed to help white people act on their conviction that racism is wrong, this gentle and provocative book is filled with exercises, lists, assessment instruments, stories and suggestions.

By Paul Kivel. 243 pages. (New Society Publishers, 1996)

BU01 **$16.95**

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Click on your state to see what organizations are near you.

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Alphabetical List of States

Click a state to see a list of organizations located there.

IN Indiana

Do you represent a group or organization that should be on this map but is not?

Is your organization on this map, but with incomplete or inaccurate information?

Do you have ideas or suggestions about how we can improve this resource?

If so, email your corrections/additions/suggestions to Sandy Heierbacher at the Center for Living Democracy. Her email address is sandy.heierbacher@americannews.com. Please type 'online map' in the subject line. The information will be updated every six months or so.

If you want your organization featured on this map, you must provide the following information via email: organization name, contact person and title, mailing address, phone, fax, email, website, and a short (less than 3 paragraphs) description of the organization's efforts. (Or send this info to Sandy Heierbacher, Center for Living Democracy, P.O. Box 8187, Brattleboro, VT 05304-8187).

http://www.livingdemocracy.org/map.htm

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Statements	% Agree	% Disagree	% Don't Know
Racist, sexist or prejudiced language and behaviors are not tolerated at our school.	83.3	12.1	4.6
School events that celebrate diversity and bring together diverse groups are planned and promoted.	56.7	29.2	14.2
The physical environment of our school (displays, holiday observances, etc.) sends a message of unity/diversity.	69.9	20.4	9.7
At our school, not enough attention is given to the issue of diversity.	46.2	45.1	8.7
Students from diverse groups have equal opportunities at our school.	82.5	10.3	7.3
Staff members at our school use language that is free from biases about diverse groups.	73.8	12.4	13.8
Students at our school make racial, ethnic, racial and/or sexual slurs or "put-downs."	49.7	37.9	12.4
Our school condemns offensive language and behavior toward members of diverse groups.	74.8	15.0	10.3
Students at our school from diverse groups feel excluded from attending/participating in school events/activities.	24.6	50.3	25.2
Our school works toward improving relations among diverse groups.	61.4	21.4	17.3
People at our school are willing to change their behavior to be more respectful toward others who are different.	57.7	24.3	17.9
People challenge others publicly or privately when offensive comments are made critical of gender, race, religions, etc.	48.3	21.8	29.9
People at our school generalize the behaviors/attitudes of one individual to an entire group (e.g. all men are...).	35.8	45.4	17.8
Students at our school make an effort to get to know people of different abilities and backgrounds.	61.7	26.2	12.0
Students disregard physical traits (disability, attractiveness, skin color, weight, dress, etc) when interacting with others.	46.2	45.1	8.7
Our school places too much emphasis on diversity.	20.9	60.4	18.6
People at our school tell jokes that reinforce negative views of stereotypes about diverse groups.	45.6	35.3	19.0
The curriculum and instruction materials used in our school reflect diversity.	59.9	19.1	21.0

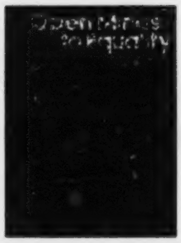
Educators For Social Responsibility

Anti-Bias Curriculum: Tools for Empowering Young Children

Louise Derman-Sparks and the A.B.C. Task Force

This foundational text on anti-bias education shows early childhood educators how to examine biases, learn how they influence children, and explore ways to reduce, handle, or even eliminate them. The *Anti-Bias Curriculum* moves beyond multicultural education to creating an anti-bias environment that is developmentally appropriate. The guide includes sections on learning about disabilities, gender identity, racial and cultural differences, and how to resist stereotyping. A comprehensive section contains hundreds of resources for anti-bias education.

Preschool-Grade 3
150 pages
NAEYC 1989
ANTIBI
$9 50 Nonmembers,
$8 55 Members



Open Minds to Equality

Nancy Schniedewind and Ellen Davidson

Open Minds to Equality expands children's understanding of what equality is, how discrimination perpetuates inequality, and strategies to bring about greater justice for all. Specifically, the activities examine the ways that racism, sexism, classism, ageism, and competitive individualism in schools and society reinforce inequality.

Open Minds includes activities designed for reading, math, science, and social studies classes. The activities use role-plays, case studies, dilemma stories, cooperative groups, interviews, graphing, and creative and expository writing to relate to students' experiences in the school or community. A comprehensive bibliography is included.

Grades K-8
387 pages
Allyn and Bacon 1998
OPMIND
$36 50 Nonmembers
$32 85 Members

Recently Revised!

Roots and Wings: Affirming Culture in Early Childhood Programs

Stacy York

Help young children soar beyond prejudice and discrimination—give them *Roots and Wings*. This highly recommended resource for early childhood educators includes over 60 activities to support young children with an awareness of their cultural roots and the skills to respect differences. Learn how to take advantage of teachable moments to respond to children's questions about race, culture, and discriminatory behaviors. Ideas are included for integrating cultural awareness and prejudice reduction into all aspects of your program.

Preschool-Grade 3
205 pages
Redleaf Press 1991
ROOTSA
$24 95 Nonmembers
$22 46 Members

Decisions, Decisions: Prejudice

Bruce Michael Green

This role-playing software package is designed specifically to help teachers generate informed discussion and decision making in the classroom using only one computer. *Decisions* creates a non-threatening, motivating environment that gets groups of students learning and talking about prejudice and discrimination and identifying the processes that underlie and perpetuate them.

Grades 5-12
Tom Snyder 1992
Set includes: *Program disk, Back-up disk, 28 Student Reference Books (7 sets of 4), Comprehensive Teacher's Guide, Critical Thinking Booklet, Lesson plans and Reproducible worksheets.*
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Facing History And Ourselves

Ethnic Notions
Videotape, 56 minutes, color
Source: California Newsreel

This award-winning documentary takes viewers on a disturbing voyage through American social history. It traces the evolution of anti-black racism through popular culture; examining cartoons, feature films, popular songs, household artifacts and children's rhymes. This film is an excellent introduction to examining issues of stereotyping. Can be used with Chapter 1 in the Resource Book.

Color Adjustment
Videotape, 87 minutes, color
Source: California Newsreel

In *Color Adjustment*, filmmaker Marlon Riggs brings his landmark study of prejudice and perception begun in *Ethnic Notions* into the Television Age. From *Amos 'n Andy* to *The Cosby Show*, *Color Adjustment* traces over 40 years of turbulent race relations through the lens of prime-time entertainment. The film is broken into two sections: *Part I: Color Blind TV?* (1948-68) (48 minutes) and *Part II: Coloring the Dream* (1968-1991) (39 minutes). See Chapter 1 in the Resource Book.

Black Is...Black Ain't
Videotape, 87 minutes, color
Source: California Newsreel

This film about African-American identity weaves together the testimony of those whose complexion, class, gender, speech or sexuality has made them feel "too black" or "not black enough." Scholars and artists, including Bill T. Jones, Essex Hemphill, Angela Davis and bell hooks, as well as ordinary African-Americans movingly recall their own struggles to discover a more inclusive definition of "blackness." This film is ideal for use with Chapter 1 of the Resource Book.

The Lunchdate
Videotape, 10 minutes, black and white
Source: The Lantz Office

The Lunchdate dramatizes issues of stereotyping and assumptions about "the other" in our society by looking at a woman's experience waiting for a train in Grand Central Station in New York City. After missing her train, she has an unexpected "lunch date." This provocative film serves as a vehicle for discussing issues in chapters 1 and 2 of the Resource Book.

Perspectives: Students Learn the Lessons of History
Videotape, 20 minutes, color
Source: Facing History

This video excerpts the student theatre piece performed at the 1992 Facing History Annual Dinner. The dramatic presentation, written by students, explores the themes of Facing History: prejudice, discrimination, and coming together. The video has been viewed by teachers and students, and is a powerful reminder of the ability of young people to work together on the issues that divide our society and to start forging solutions. Can be used with Chapters 1 and 11 of the Resource Book.

The Second American Revolution, Part I
Videotape, 58 minutes
Source: PBS Video

This film illustrates the nature of change in America-- specifically the long struggle for black civil rights. Ossie Davis and Ruby Dee present the survey that begins with the Emancipation Proclamation and moves to the early 20th century. The lives and markedly different approaches to leadership of Booker T. Washington and W.E.B. DuBois are addressed. Reminding us that the pace of progress is often frustrating and that it is often accompanied by conflict and compromise, this film provides an excellent background for understanding the enduring nature of the struggle for social justice. (Can be used with Part I, Chapter 2 of the Resource Book.)

The Second American Revolution, Part II
Videotape, 58 minutes
Source: PBS Video

This video continues to survey the struggle for black civil rights, concluding with Martin Luther King's march on Washington exactly 100 years after the Emancipation Proclamation. It illustrates a spectrum of civic behaviors that make democracy work--from civil disobedience to the exercise of free speech and assembly to use of the electoral process. Models of change include Justice Thurgood Marshall, who led the battle to overturn Jim Crow laws in the Supreme Court; psychologists Mamie and Kenneth Clark, who proved a connection between segregation and low self-esteem among children; E.D. Nixon and Rosa Parks and the Birmingham bus boycott; Malcolm X and Martin Luther King. (Can be used with Part I, Chapter 2 of the Resource Book.)

The Liberators: Fighting on Two Fronts in World War II
90 minutes, b&w and color
Source: Direct Cinema

This documentary examines the role of African-American soldiers in the liberation of concentration camps in Europe and the segregation that they concurrently faced at home in the United States. There are extensive interviews both with soldiers and survivors about the impact of their shared historical experience. Although there has been some controversy about the historical accuracy of this film, it is a valuable contribution to the oral history of this period, particularly about segregation in the United States. Use with Chapters 1 & 8 of the Resource Book.

At the River I Stand
Videotape, 71 minutes, b&w and color
Source: California Newsreel

This film reconstructs the two eventful months in 1968 which led to the death of Dr. Martin Luther King, Jr. and the climax of the Civil Rights Movement. It shows how Memphis' Black community rallied behind a strike by 1300 sanitation workers for a living wage, summed up by the slogan "I Am a Man." King joined their struggle to his growing nation-wide Poor People's Campaign. His non-violent strategy was sorely tested during the 65 day strike, and on April 4, he was murdered. This documentary captures many of the themes of American history that came together in Memphis in 1968: black vs. white, non-violence vs. violence, privilege vs. poverty, and grassroots mobilization vs. national politics. It could be used with Chapters 2, 10 or 11 of the Resource Book.

Is It Always Right To Be Right?
Videotape, 8 minutes, color
Source: Churchill Films

This animated parable defines the effects on society when different groups claim to be "right." Communication fails among people until one individual dares to say, "I may be wrong." The factions re-examine their ways and form a Declaration of Interdependence. The film is narrated by Orson Welles. It can be used with Chapter 1 in the Resource Book.

Up is Down
Videotape, 11 minutes, color
Source: Pyramid Films

This animated film is a humorous attempt to trace the events in the life of a boy who walks on his head and has a different perspective of the world from everyone else. The adult world in this film attempts to make him conform to their way of seeing things. This film could be used to supplement discussion with Chapter 1 of the Resource Book.

Racism 101
Videotape, 58 minutes, color
Source: PBS Video

This episode from the PBS *Frontline* series tracks the disturbing rise in racist incidents on college campuses across the country. Institutions examined include Columbia, Smith, Swarthmore, Purdue, Dartmouth and Harvard. See Chapters 1 and 11 of the Resource Book.

Talk to Me: Americans in Conversation

Videotape and study guide,
57 minutes, color
Source: The Cinema Guild

TALK
TO
AMERICANS
IN
CONVERSATION

Talk to Me is a film that stresses the importance of discussion within a democratic society. This film raises questions about what it means to be an American and then explores both the values and beliefs that hold the nation together and those that pull it apart. Scholars, historians, and "everyday citizens" discuss their notions of democracy, tolerance, and the challenges of pluralism at the end of the 20th century.

Guidelines for Teaching Multicultural Content

1. You must have the necessary knowledge, attitudes, & skills to counteract racist content in materials & behavior by using these situations to teach important lessons about the experiences of ethnic groups in the U.S.

2. You can't teach what you don't know. Expand your knowledge base by reading books that survey the histories & cultures of U.S. ethnic groups.

3. Be sensitive to your own racial and sexual attitudes, behavior, and the statements you make.

4. Make sure your classroom reflects positive images of a variety of diverse groups including children with disabilities.

5. Be sensitive to the racial and ethnic attitudes of your students and do not accept the belief, which has been refuted by research that "*kids donot see color.*"

6. Be judicious in your choice and use of teaching materials.

7. Use trade books, films, videotapes, and recordings to supplement the textbook treatment of ethnic groups and to present the perspectives of ethnic groups to your students.

8. Get in touch with your own cultural and ethnic heritage and share your ethnic and cultural story with your students.

9. Be sensitive to the possible controversial nature of some ethnic studies materials.

10. Be sensitive to the developmental levels of your students when you select concepts, content, and activities related to ethnic groups.

11. Examine your belief system and purge it of negative stereotypes so you will have high expectations of all your students.

12. Use cooperative learning techniques and group work to promote racial and ethnic integration in the school and classroom.

13. Make sure that cultural diversity permeates the school and classroom environment so that all students can see themselves mirrored.

Hope In The Cities

Supplemental Reading List on Issues Related to Race, Reconciliation and Responsibility

Gordon W. Allport. *The Nature of Prejudice*. New York: Addison-Wesley Publishing Company, 1979

Arthur Ashe. *Days of Grace*. New York: Alfred A. Knopf, 1993

Derrick Bell. *And We Are Not Saved*. New York: Basic Books, 1987

Derrick A. Bell. *Faces at the Bottom of the Well: The Permanence of Racism in America*. New York: Basic Books, Inc., 1992.

Jack A. Brill and Alan Reder. *Investing from the heart: The Guide to Socially Responsible Investments and Money Management*. New York: Crown Publishers, Inc., 1992

Harlon L. Dalton. *Racial Healing: Confronting the Fear Between Blacks and Whites*. New York: Doubleday, 1995

Sarah and A. Elizabeth Delany with Amy Hill Hearth. *Having Our Say: The Delany Sisters' First 100 Years*. New York: Kodansha America Inc., 1993.

William Dudley and Charles Cozic, eds. *Racism in America: Opposing Viewpoints*. San Diego, California: Greenhaven Press, Inc., 1991

Clyde W. Ford. *We Can All Get Along*. New York: Dell Publishing, 1994.

Sam Fulwood, III. *Waking from the Dream: My Life in the Black Middle Class*. New York: Anchor Books, 1996.

Henry Louis Gates and Cornel West. *The Future of the Race*. New York: Knopf, 1996

William W. Goldsmith and Edward J. Blakely. *Separate Societies: Poverty and Inequality in U.S. Cities*. Philadelphia: Temple University Press, 1992.

William B. Gudykunst. *Bridging Differences: Effective Intergroup Communication*. Newbury Park, California: Sage, 1991

Lani Guinier. *The Tyranny of The Majority: Fundamental Fairness in Representative Democracy*. New York: The Free Press, 1994

Andrew Hacker. *Two Nations: Black and White, Separate, Hostile, Unequal*. New York: Charles Scribner's Sons, 1992

bell hooks. *Killing Rage: Ending Racism*. New York: Owl Book, 1995

Ellen Levine, ed. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. New York: G. P. Putnams's Sons, 1993

Glenn C. Loury. *One By One From the Inside Out: Essays and Reviews on Race and Responsibility in America*. New York: The Free Press, 1995.

Robert Mann. *The Walls of Jericho: Lyndon Johnson, Hubert Humphrey, Richard Russell and the Struggle for Civil Rights*. New York: Harcourt Brace, 1996

Reed Massengill. *Portrait of a Racist: The Man Who Killed Medgar Evers?*. New York: St. Martin's Press, Inc., 1994

Barbara Mathias and Mary Ann French. *40 Ways to Raise a Nonracist Child.* New York: HarperPerennial. 1996

Partricia and Fredrick McKissack. *Taking a Stand Against Racism and Racial Discrimination.* New York: Franklin Watts, 1990.

Nell Irvin Painter. *Sojourner Truth: A Life, A Symbol.* New York: W#. W. Norton. 1996.

Spencer Perkins and Chris Rice. *More Than Equals.* Wheaton, Illinois: InterVarsity Press. 1992

Patricia Raybon. *My First White Friend.* New York: Viking. 1996.

Paul Robeson, Jr. *Paul Robeson, Jr. Speaks to America.* New Jersey: Rutgers University Press.

David Rusk. *Cities Without Suburbs.* Washington, DC: The Woodrow Wilson Center Press. 1993.

Arthur Schlesinger, Jr. *The Disuniting of America.* New York: Norton. 1993.

Lester P. Schoene and Marcelle E. DuPraw. *Facing Racial and Cultural Conflict: Tools for Rebuilding Community.* Washington, DC: Program for Community Proble Solving. 1992.

Shelby Steele. *The Content of Our Character: A New Vision of Race in America.* New York: St. Martin's Press, Inc., 1990.

Study Circles Resource Center. *Why Can't We All Just Get Along?* Pomfret, Connecticut: Study Circles Resource Center. 1993.

Studs Terkel. *Race: How Blacks & Whites Think & Feel About the American Obsession.* New York: Doubleday. 1992.

Cornel West. *Race Matters.* Boston: Beacon Press. 1993.

Midge Wilson and Kathy Russell. *Divided Sisters: Bridging the Gap Between Black Women and White Women.* New York: Anchor Books, 1996.

Workers of the Writers Program of the work Projects Administration in the State of Virginia. *The Negro in Virginia.* North Carolina: John F. Blair, Publisher. 1994

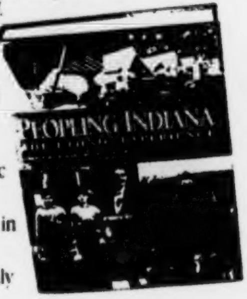
Indiana Historical Society

Peopling Indiana

The Ethnic Experience

edited by Robert M. Taylor Jr and Connie A. McBirney

introduction by John Bodnar



This volume is the capstone of an ethnic history project launched by the IHS in 1989. The 703-page book, which is lavishly illustrated, includes thirty-one chapters touching on many of the past and present ethnicities that populated the Hoosier state including: African Americans, Germans, Greeks, Chinese, Hispanics, Hungarians, Jews, Native Americans, French, Irish, Italians, Scots, Poles, and many others.

"An outstanding example of how a historical compilation can make one a better researcher… an organized and detailed accounting"

Ancestry Magazine

xiii, 703 pp. 1996. Illustrations, maps, index, appendixes.

Cloth, 0-87195-112-6 $39.95 / $31.95 members

Who Do You Think You Are?

The Peopling of Indiana

Developed for the IHS by the Sanders Group

Inspired by the IHS publication, *Peopling Indiana*, this video explores the ethnic heritage and diversity in the nineteenth state. Designed for use in fourth grade classrooms, this 27-minute video is an informative and fun way for children and adults to learn about their state's rich history.

VHS format, 27-minutes.

Video, 0-87195-000-V $19.95 / $15.95 members

Purchase *Peopling Indiana* and *Who Do You Think You Are?* together and Save! Book and Video $49.95 / $39.95 members

The Indiana Way

A State History

James H. Madison

The Indiana Way covers the history of the Hoosier state from prehistoric times to the present, paying particular attention to the social, economic, cultural, and political contexts in which the state's significant historical figures, both heroes and villains, played out their roles. Copublished with Indiana University Press

xviii, 364 pp. 1986. Illustrations, maps, bibliography, index.

Cloth, 0-253-32999-X $25.00 / $20.00 members

Paper, 0-253-20609-X $14.95 / $10.35 members

1987 Governor's Award for Excellence, Tourism Development Office, Indiana Department of Commerce

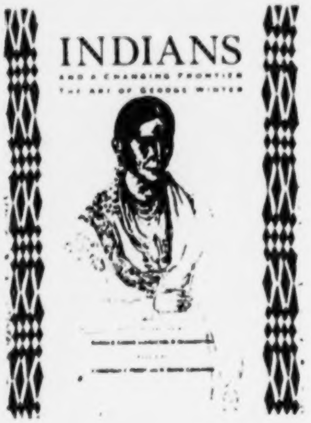
Indians and a Changing Frontier

The Art of George Winter

compiled by Sarah E. Cooke and Rachel Ramadhyani

essays by R. David Edmunds and Christian F. Feest

During the last days of the Potawatomi and Miami tribes in Indiana, before their forced removal west, a British-born artist, George Winter, was able to capture through his paintings, watercolors, and drawings the culture of these Native Americans. Published by the Society in cooperation with the Tippecanoe County Historical Association, this lavishly illustrated volume focuses on the career of Winter, one of the first professional artists to live and work in Indiana.



"Winter's sketches are excellent documents recording the Potawatomi and Miami in the mid-nineteenth century.…A significant insight into the history and customs of two … Native American groups"

The Chronicles of Oklahoma

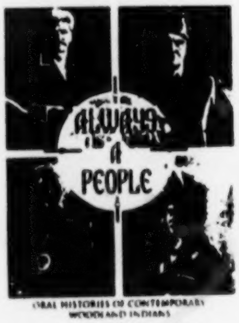
xiv, 270 pp. 1993. Illustrations, notes, index.

Cloth, 0-87195-097-9 $24.95 / Member's Clearance $15.00

Always a People

Oral Histories of Contemporary Woodland Indians

Oral Histories collected by Rita Kohn, Senior Editor, and W. Lynwood Montell, Associate Editor. Introduction by R. David Edmunds. Project Consultant and Associate Editor, Michelle Mannering. Oil Portraits by Evelyn Ritter



320 pp. 36 color photos

cloth 0-253-33298-2

$35.00 / $28.00 members

The Miami Indians of Indiana

A Persistent People, 1654–1994

Stewart Rafert

Written by Rafert, a University of Delaware professor, the book explores the history and culture of the Miami Indians, who have fought for many years to gain tribal status from the United States government. This volume will appeal to a general audience as well as serious students of tribal history interested in the experience of a North American Indian tribal community over three and a half centuries.

"The story of the Indiana Miami is both timely and well told"

Indiana Magazine of History

"An important contribution to the history of the Midwest"

Michigan Historical Review

xxvii, 358 pp. 1996. Illustrations, notes, bibliography, appendixes, index.

Cloth, 0-87195-111-8 $29.95 / $23.95 members

Paper, 0-87195-132-6 $14.95 / $11.95 members

CD-ROM Resource Guide

In the Presence of the Past: the Miami Indians of Indiana

A great source of information on the Miami Nation of Indiana. Produced for the Eiteljorg Museum of American Indians and Western Art, this CD-ROM provides maps, time lines, a Miami word list, stories, interviews, biographies, and a brief history. Written by Rafert, a University of Delaware professor, the book explores the history and culture of the Miami Indians, who have fought for many years to gain tribal status from the United States government. This volume will appeal to a general audience as well as serious students of tribal history interested in the experience of a North American Indian tribal community over three and a half centuries.

0-87195-000-R $19.95 / $15.95 members

Madame C. J. Walker

A'Lelia Perry Bundles

—Published by Chelsea House Publishing

This book covers the life of Madame C. J. Walker, one of America's greatest black entrepreneurs. Walker took herself from rags to riches and paved the way for black women across America to earn a good living.

Recommended for young adult readers

111 pp. Paperback, black & white photos

0-79100-251-9 $8.95

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Indiana's African-American Heritage

Essays from *Black History News & Notes*

edited by Wilma L. Gibbs

INDIANA'S AFRICAN-AMERICAN HERITAGE

This anthology features sixteen articles that first appeared in *Black History News & Notes*, a newsletter devoted to publication of research findings related to the history of African Americans in Indiana. The articles cover such topics as education and culture, women's history, history of cities and rural communities, biographies, and Indiana African American history sources.

250 pp. 1993. 46 black-and-white illustrations, notes, index.

Cloth, 0-87195-098-7 $27.95 / $22.35 members

Paper, 0-87195-099-5 $14.95 / $11.95 members

Where God's People Meet

A Guide to Significant Religious Places in Indiana

Joseph M. White

With Photographs by Kim Charles Ferrill

Where God's People Meet
A Guide to Significant Religious Places in Indiana
Joseph M. White
With Photographs by Kim Charles Ferrill

Featured are religious sites from Christian, Jewish, Native American, Islamic, and Buddhist religions. This rich historical guide, enhanced by stunning photographs of fifty architecturally outstanding sites around Indiana, a book that will be read and used again and again.

200 pp. Trade paperback.

1-878208-57-8 $19.95 / $15.95 members

Hoosier Faiths

A History of Indiana's Churches and Religious Groups

L. C. Rudolph

"An exhaustive, meticulous study of all the major and most minor religions represented in our state. Hoosier Faiths offers delight for those interested in local traditions, folklore, sociology, and church history." —Arts Indiana

732 pp. 32 b&w photos

cloth 0-253-32882-9 $89.95 / $71.95 members

The Indiana Historian

A Magazine Exploring Indiana History

Several issues of *The Indiana Historian, A Magazine Exploring Indiana History* published quarterly by the Bureau, are devoted to Indiana black history topics. Magazines cost $1.00 each with special pricing for twenty or more copies.

- **Madame Walker, Volume I.** 1992, 12 pp.
- **Madame Walker, Volume II.** 1992, 12 pp.

These two magazines describe the life and career of Madame C. J. Walker, a prominent black businesswoman in Indianapolis in the early 1900s.

- **Black Settlers in Indiana—1860s**. 1993, 12 pp.

Focuses on the Roberts Settlement in Hamilton County in central Indiana.

- **Indiana's 28th Regiment: Black Soldiers for the Union.** 1994, 16 pp.

This was the only black regiment organized in Indiana. The regiment's chaplain, Garland H. White, wrote letters to the *Christian Recorder*, a religious newspaper, which provided eyewitness accounts of the service of the 28th.

- **"We don't intend to fall in anymore at the end of the parade."** 1995, 16 pp.

A history of the black population in Evansville from settlement to the 1940s.

All Bureau publications may be found at your public library as well as the Indiana State Library. Please visit or call the Bureau at 317-232-2535 for information on purchasing through the mail or at the Bureau office.

Call for your free copy of the Bureau's publication catalog which lists all of the past and current publications, as well as describing the responsibilities of the Bureau.

Publications from the Indiana Historical Bureau

- **"Bury Me in a Free Land": Abolitionist Movement in Indiana, 1816-1865**, by Gwendolyn J. Crenshaw
  1986, 69 pp. paper **$4.25**

This catalog, written for a 1986 exhibit, includes documents and articles covering colonization, underground railroad, etc. Traveling exhibits based on the original exhibit are available from the Indiana Humanities Council, 317-638-1500.

- **The Negro in Indiana before 1900: A Study of a Minority**, by Emma Lou Thornbrough
  1958, 412 pp. paper **$16.95;** cloth **$29.95**

This pioneering work traces the history of African Americans in a northern state from their first arrival as slaves of eighteenth-century French traders through the end of the nineteenth century.

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Online: http://www.indianahistory.org

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Indiana State Police Class For Non-English Speaking Minorities

Things to expect during a traffic stop

I. Introduction

II. The vehicle stop:
- A. How to recognize a police officer.
  - 1. Red and blue lights (Police Vehicle)

Red	(Fire vehicle)
Blue	(First responders/fire personnel)
Green	(EMT)
Yellow	(Utility/INDOT)

  - 2. Marking on the side of vehicle
  - 3. Visible and recognizable uniform

- B. What to do if you are pulled over.
  - 1. Slow down and pull your vehicle to the right side of the roadway.
  - 2. Position your car as far off the roadway as possible.
  - 3. Stay in your vehicle and be patient.
  - 4. Don't make any sudden or alarming movements toward the officer.
  - 5. Roll down your window to allow the officer to talk to you.
    - a. If your are afraid to roll down the window, just roll it down far enough to slip your license through and talk to the officer.
    - b. The officer should recognize your feelings and understand why you are afraid.

- C. What to expect from the police officer.
  - 1. The officer should be professional and courteous toward all citizens.
  - 2. The officer will ask for your driver's license and vehicle registration. If you do not have a driver's license please let him or her know and provide any form of ID that you might have.
  - 3. Once the office realizes you do not speak English he or she might get frustrated. Be aware of this frustration and realize that it is not your fault. It has just made the police officer's job a little more complicated.
  - 4. The officer will then attempt to explain the reason for the stop the best that they can. If there is anyone who speaks any English in the vehicle please let the officer know as soon as possible.
  - 5. The officer might give you a citation, warning or verbal warning for committing the violation.
    - a. Citation is a civil infraction that has a monetary fine.

- b. A warning is a written explanation of the violation with no fine.
- c. A verbal warning is a verbal explanation of the violation with no fine

6. Vehicle Towing if applicable:
    - a. Reasons for towing/impounding a vehicle
        1. improperly registered (i.e. expired, not valid etc.)
        2. If the driver and now one else in the vehicle has a valid drivers license.
        3. If the vehicle is stolen
    - b. How to get your vehicle out of impound:
        1. obtain proper registration of the vehicle
        2. Find a driver with a valid driver's license to go with you a retrieve your vehicle.
        3. You will also need to pay a storage fee and towing fee to the wrecker company that towed your vehicle.

D. What to do after the traffic stop:

1. If you don't understand what has happened you can:
    - a. Ask a friend who speaks English to assist you.
    - b. Get someone who speaks to call the police dept. and explain the situation.
2. If you admit the violation occurred you can:
    - a. Mail the payment of the fine to the address on the ticket. ***Do not mail cash, use a check or money order***
    - b. Go to the county clerk's office in the courthouse and pay the fine.
3. If you do not feel the action was justified you can:
    - a. Go to the court on the day and time the officer put on the ticket and explain your side of the story.
    - b. Hire an attorney to go to court and explain your side of the story and defend your actions.
4. If feel you are mistreated by a police officer you can:
    - a. Go to the agency that you had a problem with and explain your concern to the supervisor or chief.
    - b. Write a letter and mail your concern to the agency.

III Conclusion:

Police officers do not have the right to demean or belittle anyone. If you believe you have been treated badly, you should file a complaint. It is the police officers business to serve the people that live in the community. It is also their responsibility to provide service to those who need it without prejudice.

1 ***Classically Black: Robeson!***
8:00 P.M.
Sponsored by WFIU *103.7 fm*

2 ***Lynching in Marion***
12:30 A.M.
WTIU

OPENING RECEPTION
Featuring guest performers
4:00 - 6:00 P.M.
IMU - Federal Room

Struggles in Steel: A Story of African-American Steelworkers
11:00 P.M.
WTIU

4 ***Tony Brown's Journal***
12:30 P.M.
WTIU

Great Performances
Porgy & Bess: An American Voice
10:00 P.M.
WTIU

5 ***"Black Men Speaking"***
3:30 P.M.
IMU - Persimmon Room
Prof. John McCluskey, IU Department of Afro-American Studies, will be discussing his book
Sponsor: College of Arts & Sciences
Contact: Steve Sanders

6 Friday Evenings at the Art Museum
6:00 P.M.
First Floor Gallery of Western Art
Spot Talk: ***New Acquisition: Welcoming the Work of Felrath Hines, Distinguished African-American Artist from Indiana***
Kathleen Foster, Curator of 19th-and 20th-Century Art
Sponsored by Art Museum

6:30 P.M.
Second Floor Atrium
Concert: Second Baptist Morning and Youth Choirs
A concert of gospel and contemporary music directed by Joey Roberts
Sponsored by Art Museum

The Morehouse Men
10:00 P.M.
WTIU

7 Cultural Enrichment Program - Swahili
11:00 A.M. - 1:00 P.M.
Ashton Residence Center - Coulter Hall
Sponsored by KWANZAA, Inc.
***Cost: $25.00**
Contact Person: Mrs. Sachiko Higgins-Kanté

Sessions at West 54th
10:00 P.M.
WTIU

8 ***The Morehouse Men***
12:00 Noon
WTIU

Martin's Lament: Religion and Race in America
1:00 P.M.
WTIU

Black Diamonds, Blues City
4:30 P.M.
WTIU

Great Performances
Porgy & Bess: An American Voice
5:30 P.M.
WTIU

Beyond Joplin: A Celebration of Black Classical Music
8:00 P.M.
Sponsored by WFIU *103.7 fm*

God's Gonna Trouble the Water
10:00 P.M.
WTIU

9 ***Harlem Rhapsody: A Celebration of the Harlem Renaissance***
3:30 P.M.
Sponsored by WFIU *103.7 fm*

10 ***HIV and Communities of Color***
12:00 Noon - 1:00 P.M.
Ballantine Hall 217
Brown Bag lunch, lecture, discussion
Presenter: Rhonda Bayless, Program Director for Woman to Woman at AIDServe Indiana
Sponsored by Health and Wellness Education, Indiana University, Health Center
Contact Persons: Anne Reese or Neal Carnes

Great Performances
Porgy & Bess: An American Voice
12:00 Noon
WTIU

Frontline
The Two Nations of Black America
9:00 P.M.
WTIU

11 *Tony Brown's Journal*
12:30 P.M.
WTIU

The Morehouse Men
1:00 P.M.
WTIU

Frontline
The Two Nations of Black America
11:30 P.M.
WTIU

The Value of Diversity in Corporate America
7:00 P.M.
School of Business - Room 736
Procter & Gamble presents a panel discussion with reception following
Sponsored by Minorities in Business Program and Kelley School of Business
Contact Person: Rochelle Tinsley

13 Great Performances
The New Jersey Performing Arts Center Opening Night
9:00 P.M.
WTIU

IU Soul Revue Performance
9:00 P.M.
Second Story Nightclub
201 South College Avenue
Cost: $5.00 Cover Charge
Sponsored by African American Arts Institute
Contact Person: Maria K. Heslin / 855-5427

14 Cultural Enrichment Program
--Cooking Demonstration--
11:00 A.M. - 1:00 P.M.
Benjamin Banneker Community Center
930 West 7th Street
Cost: $6.00
Sponsored by KWANZAA, Inc.
Contact Person: Mrs. Sachiko Higgins-Kanté

The Nicholas Payton Quintet
Grammy Nominated Jazz Artist
8:00 P.M..- 12:00 Midnight
Indianapolis Arts Garden/Circle Center
$25.00 per person/$40.00 per couple
Sponsored by: The National Black Law Students Association-Midwest Region
Contact: Angela Green [317] 298-7086 or Brian Edge (wedge@indiana.edu)

15 Great Performances
The New Jersey Performing Arts Center Opening Night
12:30 P.M.
WTIU

W.E.B. DuBois - A Biography in Four Voices
4:00 P.M.
WTIU

Beyond Joplin: A Celebration of Black Classical Music
8:00 P.M.
Sponsored by WFIU *103.7 fm*

The Morgan Choir: A Silver Celebration
10:00 P.M.
WTIU

17 *Philosophy, Literature, and African-American Experience: The Case of Charles Johnson*
4:00 P.M.
Ballantine Hall 103
Video/discussion of a multicultural novelist who explores philosophical questions against the backdrop of Black American life.
Sponsored by Philosophy Department
Contact Persons: Dennis M. Senchuk or Karen Hanson

18 Burke lecture in History of Art:
"George Henry Hall's *Licking Lasses*: Painting Politics in the Age of Abolitionism"
TIME: TBA
Fine Arts Building
Lecture by Prof. Janice Simon, University of Georgia
Sponsored by History of Art Department
Contact Person: Sarah Burns

The Strange Demise of Jim Crow
11:00 P.M.
WTIU

Tony Brown's Journal
12:30 P.M.
WTIU

19 "Health in Africa: A Gendered Perspective"
2-Day Conference (February 19-20)
8:30 A.M. - 5:00 P.M.
Indiana Government Center-Indianapolis
Sponsored by African Studies Program
Contact Person: York Bradshaw

"Honey, Honey, Miss Thang: Being Black, Gay, and on the Streets"
3:30 P.M.
IMU - Persimmon Room
Lecturer: Leon E. Pettiway
IU Department of Criminal Justice
Sponsored by Spring GLB Academic Colloquium Series & College of Arts and Sciences

WTIU Community Café
8:00 P.M.

20 "Health in Africa: A Gendered Perspective"
8:30 A.M. - 11:30 A.M.
Indiana Government Center-Indianapolis
Sponsored by African Studies Program
Contact Person: York Bradshaw

21 Cultural Enrichment Program - Swahili
11:00 A.M. - 1:00 P.M.
Ashton Residence Center - Coulter Hall
Sponsored by KWANZAA, Inc.
***Cost: $25.00**
Contact Person: Mrs. Sachiko Higgins-Kanté

Barrister's Ball
7:00 P.M.
Terry's Banquet Hall
Sponsored by Black Law Students Association
Tickets Available at Law School Lobby
February 16-20 – 11 A.M.- 2 P.M. Daily

22 ***A. Philip Randolph: For Jobs and Freedom***
WTIU

Beyond Joplin: A Celebration of Black Classical Music
8:00 P.M.
Sponsored by WFIU *103.7 fm*

Great Performances
10:00 P.M.
The Story of Gospel Music
WTIU

African-American Artists: Affirmation Today
11:30 P.M.
WTIU

23 Second Annual Neal-Marshall Lecture
4:00 P.M.
SPEA Atrium
Representative John Conyers, U.S. House of Representatives, Democrat from Michigan
Sponsored by School of Public and Environmental Affairs (SPEA)
Contact Person: Sandra Bate

"Poetry, Prose and Motown: Interpreting Lyrics of Love Songs Written by William 'Smokey' Robinson"
7:00 P.M.
Morrison Hall - Hoagy Carmichael Room 006
Lecture by Dr. Charles Sykes
Sponsored by Archives of African American Music & Culture, Archives of Traditional Music, and African American Arts Institute
Contact Persons: Charles Sykes or Maria Heslin

Diabetes Education
6:00 P.M.
McNutt Flame Room
Sponsor: Zeta Phi Beta Sorority, Inc.
Contact: zeta@indiana.edu

24 ***Richard Wright: Black Boy***
12:00 Noon
WTIU

African American Artists: Affirmation Today
1:30 P.M.
WTIU

25 ***Tony Brown's Journal***
12:30 P.M.
WTIU

Record Row: Cradle of Rhythm & Blues
1:00 P.M.
WTIU

Mixer
8:00 P.M.-10:00 P.M.
Briscoe Snack Bar
Free food, drinks, & fun
Sponsor: Zeta Phi Beta Sorority, Inc.
Contact: zeta@indiana.edu

26 ***Black America: Facing the Millennium***
1:00 P.M.
WTIU

Speaking Truth To Power by Anita Hill
4:00 P.M.-5:30 P.M.
Room 102 African American Cultural Library
1998 Book Talk Series - Read the book and come prepared for a lively discussion.
Sponsor: African American Cultural Center Library
Contact: Grace Jackson-Brown

Black Jeopardy
6:00 P.M. - 10:00 P.M.
IMU - Frangipani Room
Come out and watch as teams test their knowledge about historical events involving African Americans.
Sponsor: African American Cultural Center
Contact: James Beckett

Greek Auction
8:00 P.M.
Briscoe Cafeteria
Come out and bid on a chance to have dinner with your favorite Greek man!!!
Sponsor: Zeta Phi Beta Sorority, Inc.
Contact: zeta@indiana.edu

27 ***M & M Smith: For Posterity's Sake***
12:00 Noon
WTIU

First Person Singular: John Hope Franklin
9:00 P.M.
WTIU

6 E.M.O.T.I.O.N.S. Neophyte
10:00 P.M. - 1:30 A.M.
IMU - Alumni Hall
Sponsor: Zeta Phi Beta Sorority, Inc.
Cost: $5.00
Contact: zeta@indiana.edu

28 Cultural Enrichment Program - Swahili
11:00 A.M. - 1:00 P.M.
Ashton Residence Center - Coulter Hall
Sponsored by KWANZAA, Inc.
***Cost: $25.00**
Contact Person: Mrs. Sachiko Higgins-Kanté

Sixth Annual Black History Month Gala
Chapman's Restaurant and Banquet Center

The Black Comedy Show featuring "Hamberger"
Sponsor: Zeta Phi Beta Sorority, Inc.
Cost: $10.00
Contact: zeta@indiana.edu

NOTES: Contact for all WTIU programs is Suzann Mitten Owen.

The IU Bookstore has an array of books by Black authors that will be featured during the month of February. Also, available in 1998 are two new books – ***Seeing Red: Federal Campaigns Against Black Militancy, 1919-1925*** by Theodore Kornweibel, Jr. and ***Stolen Childhood: Slave Youth in 19th-Century America*** by Wilma King. For other new titles contact the IU Bookstore.

*Saturday - Cultural Enrichment Program - Swahili is $25.00 for the series:
- February 7
- February 21
- February 28
- March 7
- March 21
- March 28

DEADLINE: Wednesday, February 4, 1998

IU Hispanic Heritage Month Calendar

National Hispanic Heritage Month

1 **Salsa Contest.** Make your favorite Salsa Recipe and win a $25 gift certificate. Deadline for entries is 6 p.m. Judging will begin at that time and be done by students who will make the final decision.

2 16th Annual United States **Hispanic Leadership Conference** through the 4th

5 **Public Speaker** sponsored by Sigma Lambda Gamma. 8p.m. Fine Arts Auditorium FA 015. Contact Nicole Ring at 323-2713 or nring for more information.

6 **Movie** "*Like Water for Chocolate*" 7p.m., La Casa, 715 E. 7th Street

7 Sigma Lambda Gamma invites all women to an **interest meeting** at 7p.m. in the Oak Room of the Indiana Memorial Union.

8 **Reception** for graduate students, faculty and staff will be held in State Room West of the Indiana Memorial Union from 4:00 – 7:00 p.m.

9 LUIU will host **Parents Weekend** through the 11th. Reservations for the weekend are due by September 31st. For more information contact Cynthia Fierro at 339-9178 or e-mail cfierro.

11 Lisa Lusero, a Chicana lesbian, will perform her acclaimed **one person drama**, "Impossible Body", in which she ties together a variety of diversity issues. Frangipani Room. 12:30 p.m. Sponsored by OUT.

12 LUIU **mass meeting** beginning at 6 p.m. at La Casa, 715 E. 7th Street.

Dia de la Raza **celebration** hosted by LUIU, 7 p.m., La Casa, 715 E. 7th Street. Food and music will be provided.

13 BACHUS will present a **workshop** on preparing non-alcoholic drinks at your next party beginning at 7:00 p.m. La Casa, 715 E. 7th Street. Hosted by Gamma Phi Omega.

14 **Hispanic Jeopardy** sponsored by Sigma Lambda Gamma. Test your Hispanic knowledge! 7 p.m., La Casa, 715 E. 7th Street. Refreshments/Prizes.

15 A **reception** recognizing NHHM will be held at La Casa, 715 E., 7th Street from 4:00 to 6:00 p.m. Hosted by the Office of Latino Affairs.

16 Steve Birdine with Diversity Programs at IU will present a **workshop** on Diversity and Motivation for Latino students, La Casa, 715 E. 7th Street beginning at 7:30 p.m. Sponsored by Gamma Phi Omega.

17 **Community Service** with Sigma Lambda Gamma at the Boys and Girls Club from 4:00 to 6:00 p.m. Contact Nicole Ring at nring for more information.

19 The Office of Latino Affairs is sponsoring a **trip** to Fiesta Indianapolis, an outdoor festival with food, cultural artifacts and live music. Van will leave La Casa at 12 noon. Contact Monica Guzman at 855-1740 for more information.

20 Gamma Phi Omega **Car Wash** 11 a.m. to 3 p.m. Contact Marisol Pellot from more information at mpellot.

21 Hispanic health issues **workshop** on Diabetes and Heart Disease beginning at 7:00 p.m., La Casa, 715 E. 7th Street.

22 Sigma Lambda Gamma will host a **workshop** on Hispanic Women's Issues at 7:00 p.m., La Casa, 715 E. 7th Street.

The Office of Latino Affairs invites you to join us in celebrating National Hispanic Heritage Month September 15 – October 15 1998

24 Gamma Phi Omega **cultural dinner** from 5:00 - 6:30 p.m. at La Casa, 715 E. 7th Street. $5.00. Tickets may be purchased in advance from any sorority member. Contact Marisol Pellot at mpellot for more information.

26 **Unity Picnic** at Bryan Park North Shelter beginning at 2 p.m. Hosted by Sigma Lambda Gamma Sorority and Sigma Lambda Beta Fraternity. Cost $1.00. Transportation available: contact Nicole Ring at 323-2713.

27 The Office of Latino Affairs, in conjunction with the Lotus Festival, presents **Fiesta Latino** from 12:00 – 5:00 p.m. in Dunn Meadow. Featuring ***Ricardo Lemvo & Makina Loca (Afro-Cuban), Sones de Mexico (Mexican Folk) and Banda Dura (Bachata/Merengue)***. Arts & crafts, strolling entertainment, dancing, food.

28 Latinos Unidos will hold **mass meeting** at La Casa, 715 E. 7th Street, 7 p.m.

Movie Night with Sigma Lambda Beta, 8 p.m., La Casa, 715 E. 7th Street.

29 **Arrachera Fest** sponsored by Sigma Lambda Beta will be held at La Casa, 715 E. 7th Street beginning at 5:00 p.m. Tickets may be purchased in advance from any fraternity member or at the door for $5.00. Contact Guadalupe Lopez at gulopez for more information.

Sigma Lambda Gamma will host an **informational meeting** from 8:00 – 9:00 p.m. at La Casa, 715 E. 7th Street.

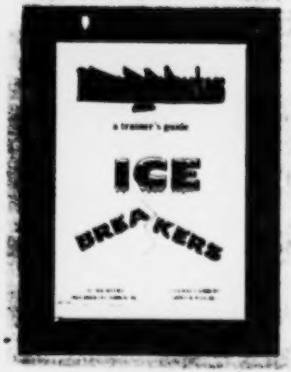
30 **Movie Night** with Sigma Lambda Gamma and Sigma Lambda Beta. *The Disappearance of Garcia Lorca* will be shown at 7:00 p.m., La Casa, 715 E. 7th Street.

Lambert & Associates

DIVERSITY ICEBREAKERS

A Trainer's Guide

SELMA MYERS AND JONAMAY LAMBERT



This guide is designed for all trainers, and especially diversity trainers, who need simple, effective and ready-to-use Icebreaker exercises. The guide can be used to introduce the diversity topic, warm up a group or lead into more in-depth discussions. This guide will help participants

Learn more about diversity issues through short and creative exercises.

Increase self-awareness and expand diversity "comfort zone".

Relate diversity themes to everyday work experiences

CONTENTS
The guide is 60 pages long and consists of Icebreaker exercises that address

- Informal Cultural Introductions
- Effective Cross-cultural Communication
- Personal Awareness & Perception
- Values and Assumptions

It includes 40 proven exercises (most under 20 minutes) in a standard format, divided into 6 sections by overall topic. The suitable interactive and convenient exercises are ready for immediate use

MANAGING CULTURAL DIVERSITY

A Trainer's Guide

SELMA MYERS AND JONAMAY LAMBERT

This guide provides trainers and managers with exercises to develop basic skills in dealing with diversity in the workplace. The guide offers practical approaches to

Increase awareness of the impact of culture in the workplace.

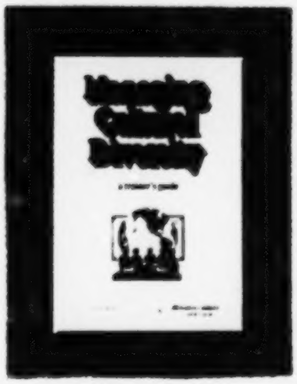
Identify cultural issues and underlying assumptions in managing a diverse workforce.

Meet the needs of diversity trainers and improve their skills

CONTENTS
The guide is 62 pages long and consists of exercises that address

- Cultural Awareness
- Knowledge About Culture
- Skills That Make A Difference

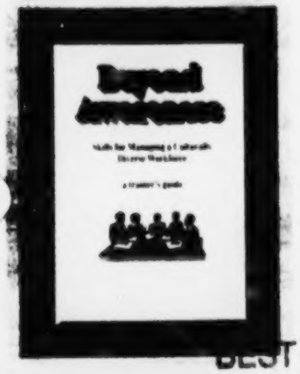
It includes 13 proven Exercises, Sample Agendas and 19 different Charts, Handouts and reproducible Hard-copy for Transparencies



BEYOND AWARENESS

A Trainer's Guide

JONAMAY LAMBERT AND SELMA MYERS



This guide provides additional skills beyond basic intercultural awareness training. It focuses on the next step, specific advanced skills for managing a culturally diverse workforce. The guide offers a variety of exercises that will help participants

Understand the impact of change.

Learn skills for dispute resolution.

Promote multicultural team building

CONTENTS
The guide is 80 pages long and consists of exercises that deal with

- Cultural Changes
- Intercultural Communication
- Employee Development
- Conflict Resolution

It includes 12 proven Exercises, Sample Agendas and 32 different Charts, Sample Lecturettes, Handouts and reproducible Hard-copy for Transparencies

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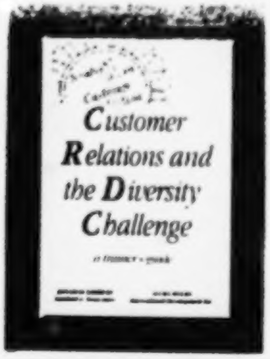
CUSTOMER RELATIONS AND THE DIVERSITY CHALLENGE

A Trainer's Guide

JONAMAY LAMBERT AND SELMA MYERS



This guide was developed to assist trainers, managers and supervisors responsible for meeting the challenges of a diverse customer base which has different beliefs, customs and basic values. It will help participants:

Recognize the major importance of understanding diverse customers.

Learn more about themselves, their own culture and perspectives other cultures bring to Customer Relations.

Acknowledge some of the obstacles they face and begin to develop strategies to overcome them.

CONTENTS

This guide is 60 pages long and consists of exercises that address:

- The impact of Diversity Issues on Customer Relations
- The influence of Attitudes, Perceptions and Assumptions on the Customer Relations Process
- The Skills That Make a Difference

It includes 12 proven Exercises, Sample Agendas and 32 different Charts, Sample Lecturettes, Handouts and reproducible Hard-copy for Transparencies.

CULTURE & CAREER TRANSITIONS

A Trainer's Guide

JONAMAY LAMBERT AND SELMA MYERS

This guide was developed to assist trainers and counselors who provide career development services for a diverse workforce. This guide will help participants:

Understand the influence of culture on career choices.

Learn more about themselves, their own culture and organizational culture.

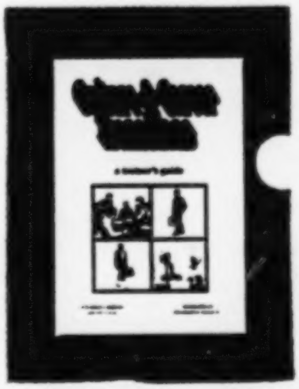
Recognize some of the obstacles they face and begin to develop strategies to overcome them.

CONTENTS

The guide is 50 pages long and consists of exercises that address:

- Culture and Career Decisions
- Values and Goal-setting
- Networking

It includes 10 proven Exercises, Sample Agendas and 20 different Charts, Sample Lecturettes, Handouts and reproducible Hard-copy for Transparencies.



✂ -

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A Division of Lambert & Associates
1945 Morningview Drive
Hoffman Estates, IL 60192

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CROSS CULTURAL AWARENESS ACTIVITIES FOR CHILDREN

by
Selma Myers &
Jonamay Lambert

C-43

Designed for
Educators
Administrators
Counselors
Support Staff
Parents
Religious Leaders
Camp Directors
Professionals who work with youth and families

This 58-page t[illegible]er's guide offers activities designed to develop greater awareness, sensitivity and positive appreciation of cultural, religious and other differences. Activities are self-contained and establish a non-threatening environment in which students can explore cross-cultural issues.

The activities fit the needs of school teachers who plan to introduce diversity education awareness. Topics include:

- Cultural Introductions
- Checking Stereotypes & Assumptions
- Common Bonds
- Bridging Differences

The challenging and fully reproducible activities are excellent, intended to be short, and can usually be done in 5 to 15 minutes. They offer an innovative approach to discussing and learning about diversity while increasing awareness and promoting positive interactions.

Please send me ______ copies of *Cross-Cultural Awareness Activities for Children*
My check for $24.95, plus $2.35 shipping and handling (U.S.; $2.95 for Canadian orders) is enclosed.

Name ____________________

Address ____________________

Phone ____________________ Date ____________________

Mail payment to:

Diversity at Work
a Division of Lambert & Associates
1945 Morningview Drive
Hoffman Estates, Illinois 60192

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National MultiCultural Institute

Developing Diversity Training for the Workplace: A Guide for Trainers
4th Edition. Written and compiled by Lauren N. Nile, JD. 300 pages, 1997.
A detailed manual for diversity trainers including sections on Trainer Readiness Self-Assessment, Managing Personal Hot Buttons, Working Effectively in a Diverse Training Team, Design Theory and Models, Elements of a One-Day Workshop, lecturettes, exercises, hard copy for transparencies, sample participant hand- outs, extensive references to resource materials (training tools, videos, exercises, and simulations), and a bibliography.

Teaching Skills and Cultural Competency: A Guide for Trainers
2nd Edition. Written and compiled by Rohini Anand, PhD, 277 pages, 1998.
This detailed manual provides guidance to diversity trainers who want to conduct workshops that move beyond personal awareness to building specific skills and cultural competency. The manual includes sections on Models of Cultural Competency, Communication, Conflict Resolution, Team Building, Giving Effective Feedback, and Individual/Organizational Action Planning. The manual presents guidelines for trainer competencies around personal awareness, facilitation skills and knowledge. It also provides tools for using case studies, designing an effective needs assessment, and identifying the advantages and pitfalls of working in diverse training teams.

TEACHING SKILLS AND CULTURAL COMPETENCY
A Guide for Trainers
NATIONAL MULTICULTURAL INSTITUTE

Cultural Competency in Health Care: A Guide for Trainers
Written and compiled by Rohini Anand, PhD, 294 pages, 1998.
A comprehensive training manual for health care professionals on diversity issues in the workplace. Incorporating NMCIÕs popular guides for trainers, Teaching Skills and Cultural Competency and Developing Diversity Training for the Workplace, it provides step-by-step guidelines for developing an experiential workshop to meet the specific training needs of health care professionals, including providers and administrators. The manual includes models of cultural competency in health care, barriers to providing culturally competent care, exercises, lecturettes, tips for designing effective needs assessments and case studies, sample training designs, and an extensive bibliography.

Multicultural Case Studies: Tools for Training
Written and compiled by Rohini Anand, PhD and Laura K. Shipler, 150 pages, 1998.
A collection of case studies to be used in diversity training for professionals in all fields. Sections cover: General Workplace Issues, Education, Health Care, Mental Health, International Business, and Law Enforcement. Case studies include training tips and discussion guides. The publication describes the advantages and the challenges of using case studies in training and provides detailed guidelines for developing original cases.

Martin Luther King, Jr. Holiday Suggestions & Guidelines

The national holiday honoring Dr. King is an occasion for joy and celebration for his life and his work toward nonviolent social change in America and the world. Traditionally, we celebrate holidays with parties, family picnics, fireworks, a trip back home or to the seashore. However, we must also be mindful that this is a special holiday - one which symbolizes our nation's commitment to peace through justice; to universal brother- and sisterhood; and to the noblest ideal of all: a democratic society based on the principles of freedom, justice and equality for all people. Whether you celebrate Dr. King's birthday on January 15th or during Black History Month, the holiday is an occasion for thanksgiving, unselfishness, and rededicating ourselves to the causes for which he stood and for which he died.

We encourage you to use this occasion as an opportunity to enlist your community in helping us to establish a lasting, living monument for honoring Martin Luther King, Jr. The King Center, the official national and international memorial dedicated to Dr. King, invites you to join us and thousands of people all over the world in creating a permanent endowment for carrying on his unfinished work. Your "birthday gift" to assist The King Center in this endeavor will assure that Dr. King's memory lives on from generation to generation.

An important aspect to remember when celebrating the King Holiday is that Dr. King was a private citizen in his lifetime. Therefore, Dr. King's image, likeness, spoken word, copyrighted works and rights of publicity, (also known as intellectual property,) are owned by the Estate of Dr. Martin Luther King, Jr. Use of Dr. King's intellectual property usually requires a license. The company that manages the Estate of Dr. King is Intellectual Properties Management (IPM), Atlanta, Georgia. If you have any questions regarding your use of Dr. King's intellectual property, or if you would like to request a license, please contact IPM at 404-526-8989 for further information.

WHO CAN CELEBRATE DR. KING'S BIRTHDAY?

People of goodwill in this country and abroad will plan celebrations in their communities, organizations, churches, schools and families.

WHAT IS NEEDED?

Organized committees to handle the following responsibilities involved in creating successful events:

4 Activities for having a unique celebration that is inclusive of as many groups, cultures, races and religions as possible

4 Research on the meaning of nonviolence and the philosophy of Dr. King

4 A gift to help keep Dr. King's dream alive

4 Correspondence to handle the communication of the celebration

4 Enough time to plan events

For optimum results, research and activities need to be planned and developed over a period of months by a committee consisting of one or more people. Celebrations should be the culminating activity and could take place over a period of several days, depending on the level of community involvement and prior investment made in planning.

WHEN SHOULD THE FESTIVITIES BE HELD?

- Since 1986, the third Monday of every January is recognized as the official federal holiday

- During the week of January 15th, the anniversary of Dr. King's birthday

- If these options are not feasible, the observance could be scheduled in February, which is Black History Month

The following are descriptions of possible models for the Activities, Research, Gift and Correspondence Committees.

ACTIVITY COMMITTEE

The activity committee should make a preliminary list of the kinds of activities which properly honor Dr. King and which are practical for the time allocated. The following list of activities are only given as examples and to stimulate ideas:

- Secure proclamations and other official statements of recognition from leaders (i.e. company presidents, mayors, city council members, the governor, etc).

- Petition school officials, principals, deans and teachers to carry out in select schools or district-wide, a day of "teach-ins" on the life and work of Dr. King.

- Develop a "special edition" of your newsletter honoring Dr. King.

- Design exhibitions and visual arts displays about Dr. King and the Civil Rights Movement.

- Host religious observances with representatives of all faiths as program participants.

- Give awards (i.e. The Martin Luther King, Jr. Citizenship Award) to deserving citizens or organizations that exemplifies the character and work of Dr. King. Remember, there is only one Martin Luther King, Jr. Nonviolent Peace Prize that is awarded annually by The King Center in Atlanta, Georgia.

- Organize symbolic gestures in which the entire community can participate. For example: fly the American flag on the King holiday, drive with car lights on, candle light vigils or a peaceful march, etc.

- Donate copies of books by or about Dr. King, civil rights, nonviolence, black history or other relevant topics to prisons, nursing homes, half-way houses, daycare centers, etc. Many of these facilities have few books, and rarely any on Dr. King.

- Coordinate an "Endow a Dream" fund-raiser event to help The King Center, the official national and international memorials, in keeping the "Dream" alive.

- Plant a tree in honor of Dr. King.

- Sponsor conferences, seminars or workshops on Dr. King or on issues with which he was concerned such as jobs, peace and freedom.

- Work with the advertising and/or communications industry to obtain advertising on Dr. King's birthday observance. Work with radio, TV and print media for special treatment of King Birthday activities.

- Enroll groups and individuals to raise one dollar for each of Dr. King's birthdays, i.e. sixty nine dollars for his sixty ninth birthday). Send the contributions to The King Center.

- Dedicate a street, public building, park site, etc., in Dr. King's memory.

RESEARCH COMMITTEE

The Research Committee should develop a list of topics for research to prepare materials for constituents and the media. The committee may choose to enlist students in public and private schools to write essays, and/or college students to do research on topics.

Suggested topics include, but are not limited to:

- The meaning of nonviolence

- The Montgomery Bus Boycott: How have public accommodation laws eliminated discrimination in transportation, lodging and other public services?

- The 1963 March on Washington: Why is the slogan, "Jobs, Peace and Freedom" still relevant?

- How can we create the "Beloved Community?"

- The Selma March

- Dr. King in Birmingham

- Dr. King in Memphis

- The Poor People's Campaign

- The Civil Rights Acts of 1964 and social change
- The Voting Rights Act of 1965 and social change
- The 1963 March on Washington
- The Extension of the Voting Rights Act and social change

GIFT COMMITTEE

The Gift Committee may prepare a list of ideas by which individuals or groups could help in raising money for a gift to a worthy local program or to help The King Center carry on Dr. King's unfinished work. The committee can develop the rationale for the gift. Dr. King lives on through The Martin Luther King, Jr. Center for Nonviolent Social Change, established in 1968 by Mrs. Coretta Scott King as a living memorial dedicated to preserving the legacy of her husband, Dr. King, and carrying forward his unfinished work for human rights and peace. Housed within its walls is the largest collection of primary source materials on the Civil Rights Movement and Dr. King's papers in the world. The birth home of Dr. King, his crypt, an Information Center, and the Freedom Hall Complex and Plaza complete The Center. All of this is made possible primarily through contributions by citizens of nations who wish to continue his work. "Endow a Gift" can reach every citizen, even children, regardless of the amount given.

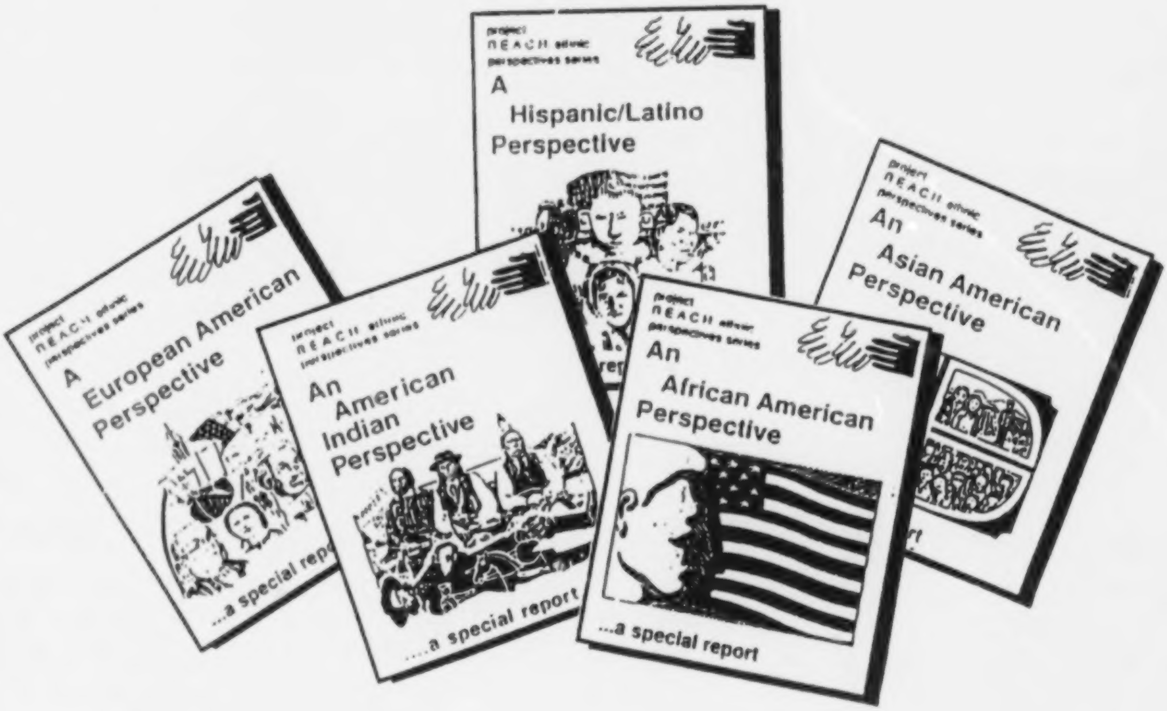
The Gift Committee may enroll schools, churches, civic groups, clubs, chaplains and others in making donations. The committee should arrange for a check to be made payable and forwarded to The Martin Luther King, Jr. Center for Nonviolent Social Change, Inc. The committee should also inform contributors that their gift is tax deductible, (The Center holds 501C3 status with the Internal Revenue Service,) and their names should be included with the contribution to The King Center for proper credit and thanks.

CORRESPONDENCE COMMITTEE

The Correspondence Committee should develop a list of criteria for inviting people from outside your organization to share in the celebration, once you've agreed upon whom outside the group will be included. The committee may also be responsible for distributing thank you letters to everyone who makes a contribution to your event. Contributors may include people or groups who make donations of money, time, goods and/or services. Ensuring that gratitude is expressed in a proper and timely manner is an important job, and a good way of securing support for future events.

REACH Center

Provide your students with the dynamic history of the United States


project REACH ethnic perspectives series
A Hispanic/Latino Perspective
project REACH ethnic perspectives series
A European American Perspective
...a special report
project REACH ethnic perspectives series
An American Indian Perspective
....a special report
project REACH ethnic perspectives series
An African American Perspective
...a special report
project REACH ethnic perspectives series
An Asian American Perspective

Because the United States is the home of many cultures and races of people, the REACH Center has researched their histories and compiled the information into a set of five books, the ***Ethnic Perspective*** Series. The ***Series*** presents the history of the United States from diverse ethnic points of view. By reading the books in the series, students can view this country's history through the eyes of other cultural groups. As they read the varying points of view, students can note the similarities and differences of the people's historical and contemporary experiences. The books present a rich legacy of U.S. history.

Books in the ***Series*** include-

. An Asian American Perspective
. An American Indian Perspective
. A European American Perspective
. An African American Perspective
. An Hispanic/Latino Perspective

Books can be ordered individually, by the set, or by classroom Adoption Kit. Listening tapes can also be purchased. Order your books and tapes today!

Multicultural Read Aloud Kit: Second Edition

The ***Multicultural Read-Aloud Kit*** is a set of lesson plans developed by elementary school librarians for classroom use. The ***Kit*** is suitable for all elementary grades, with the interest level for each book indicated. These ***Read-Alouds*** are meant to be used during storytime. The books were selected from over two hundred titles and represent gender and ethnic balance. All children can relate to the stories which have multicultural characters involved in universal themes.

Many of the titles are currently available in library collections and the others can be ordered. The publishers are listed in the *Read-Aloud Kit* manual to assist in ordering. However, if you wish to order complete sets, which include the books and the lesson plans, they can be ordered directly from the REACH Center. (Allow at least three weeks delivery for the manual only or eight weeks delivery for the complete sets.)

There is a lesson plan for each of the books. The lessons contain an overview of the story, teacher information, discussion questions and follow-up activities.

A Must Read For All Educators:

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools
by **Gary R. Howard**
Foreword by **Sonia Nieto**

Brief Description of the Book:

With lively stories and compelling analyses, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally competent White teacher in racially diverse schools. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, *We Can't Teach What We Don't Know,* offers a healing vision for the future of education in pluralistic nations.
Each book is $20.95 plus $3.50 shipping & handling (add 8.6% sales tax WA residents only).
Shipping & handling costs for more than one book will be an additional $.75 per book.
(All in U. S. dollars.)

Policy for Sale of Teacher Manuals

It is the policy of the REACH Center to sell program curriculum guides only in conjunction with inservice training. Exceptions to this include the following:

- *Use to explore program for effectiveness and adoption at the school district or state level.*
- *Use to explore program application with commitment to attend REACH training at a later date within the school year.*
- *As an individual resource with intent to recommend/acquaint other educators with REACH curriculum materials.*

	PRICE	QUANTITY	TOTAL
REACH FOR KIDS SEED CURRICULUM (Elementary School) Provides a model for integrating the disciplines and infusing lessons and activities with multicultural/global perspectives. The curriculum contains a unit at each grade level, K–6, incorporating a variety of academic disciplines, building self–esteem and human relations skills and developing multicultural/global awareness and skills.	$80	1 SAMPLE COPY ONLY	
PROJECT REACH TEACHER GUIDE (Middle/Junior High School) Provides lessons and activities to prepare students to live effectively and positively within a culturally diverse world. The guide attempts to influence students at two levels—information and attitudes—by involving them in activities in four phases: • Communications Skills • Multicultural Knowledge • Cultural Self–Awareness • Cross–Cultural Experience	$80	1 SAMPLE COPY ONLY	

	PRICE	QUANTITY	TOTAL
REACH MULTICULTURAL EDUCATION GUIDE (High School) Provides an easy to follow model for infusing multicultural concepts into existing curriculum. There are sample lessons in nearly all subject areas to provide clear examples for high school educators. Other sections of the manual include rationale for getting started in multicultural education, a self-assessment instrument useful for examining the "hidden curriculum," and an annotated bibliography.	$80	1 SAMPLE COPY ONLY	
MIDDLE/JUNIOR HIGH SCHOOL LEVEL ***Ethnic Perspectives Series/Books (EPS)*** This set of five student books presents United States history from diverse ethnic points of view. The set includes the following titles: • *An Asian American Perspective* • *An American Indian Perspective* • *A European American Perspective* • *An African American Perspective* • *A Hispanic/Latino Perspective*	$35 set $8 each		
Ethnic Perspectives Series/Listening Tapes These audio cassette tapes contain the complete text (2 tapes) of each of the five EPS books. The text is read by a member of the particular ethnic group. • *An Asian American Perspective* • *An American Indian Perspective* • *A European American Perspective* • *An African American Perspective* • *A Hispanic/Latino Perspective*	$35 set $8 each		
Project REACH Cultural Fair Slides A set of slides of selected fair projects representing the best student work from many different middle/junior high schools.	$30		
ADOPTION ***Project REACH Adoption Kit*** This kit contains 30 sets of EPS student books PLUS a set of the listening tapes and Cultural Fair slides. This is a $1,050 value when ordered separately. (If more than 30 sets are needed for your classroom, call the REACH Center for a proportionate adjustment.)	**SAVE!** $840		
ELEMENTARY SCHOOL LEVEL ***Multicultural Read-Aloud Kit, 2nd Edition*** A newly expanded version of the user-friendly Teacher Guide to selected multicultural books is now available. The description of each book includes a brief synopsis, hints to the teacher, discussion questions and follow-up activities. The Multicultural Read-Aloud Kit is a must for every faculty room so that teachers will have ready access to these wonderful Read-Alouds. (Books not included, however, many titles may already be in your school library.)	$30		

Name: ______________________

Institution: ______________________

Street Address ______________________

City/State/Zip Code ______________________

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REACH Center
4464 Fremont Ave. North
Suite 300
Seattle, WA 98103

Make Checks and/or purchase orders payable to the REACH Center.

Please allow 2-3 weeks for delivery.

Purchase Order No: ____________

Purchase Order Date: ____________

Check No: ____________

Teaching Tools:

A review of the latest and best multicultural education materials

In The Middle

"What's Juneteenth?" asks 13-year-old Emily Rose Chartier, in response to her Texas grandmother's invitation to come for the celebration. **Jubilee Journey** ($6) offers a proud look at what it means to be biracial. "It doesn't mean I'm half black and half white. It means I'm both," asserts Emily. (Grades 6 and up)

Harcourt Brace & Co.
6277 Sea Harbor Drive
Orlando, Fl 32887-4300
(800) 543-1918

How did racism begin in America? How does racism affect me? How can I make a difference? These are just a few of the captivating questions answered in the concise, easy-to-read book **Everything You Need To Know About Racism** ($17.95). Complete with a helpful glossary and a "Where to Go for Help" section, this publication offers students and adults practical ways to detect, cope with and eliminate racism in society today. (Grades 5 and up)

Rosen Publishing Group
29 E. 21st St.
New York, NY 10010
(800) 237-9932

Popular young adult author Laurence Yep's **Case of the Goblin Pearls** ($4.95) crackles with excitement and intrigue. As the first of the Chinatown Mystery series, this promising endeavor captivates young readers with an action-packed plot while familiarizing them with Chinese American history and prevailing culture as well. (Grades 5-7)

HarperCollins
P.O. Box 588
Scranton, PA 18512
(800) 331-3761

Hosted by Phylicia Rashad, **American Cultures for Children** will touch the hearts and broaden the outlooks of youngsters as they learn words, customs and culture from their Korean American and Arab American peers, to name a few of the ethnic groups covered in this set of 12 videos. (Grades K-4. $359.40 set; $29.95 each)

Schlessinger Video Productions
P.O. Box 580
Wynnewood, PA 19096
(800) 843-3620

"Jews from the Former USSR in the United States" and "Lakbay: Journey of the People of the Philippines" are samples of the 12 immigrant and refugee groups highlighted in the **New Faces of Liberty** background essays for teachers ($5 each). Updated material includes maps, demographics, and valuable information that promote positive home/school interaction.

Many Cultures Publishing
P.O. Box 425646
San Francisco, CA 94142-5646
(888) 281-3757

Ethnic Man!, a kit containing an audiocassette, flash cards, instructor's resource manual and two videos ($239), introduces students to Teja Arboleda, a young German Danish Filipino Chinese African Native American New Yorker who grew up in Japan. Tackling stereotypes and the notion of race head-on in a lively and utterly delightful format, Arboleda makes gigantic strides in multicultural education.

Entertaining Diversity
P.O. Box 126
Dedham, MA 02027
(781) 329-7040

The semiannual **Education About Asia** ($14/two issues) is a topic-specific magazine featuring regular columns, articles, essays, "factoids," and book, film and Web site reviews aimed at assisting the American teacher in the interdisciplinary teaching of a variety of subjects in Asian culture.

Association for Asian Studies
1201 E. Huron
Ann Arbor, MI 48104
(734) 665-2490

Cultural Jackpot

The **Syracuse Cultural Workers 1999 Peace Calendar** ($12.95) unites visionary artwork, people's history and feminist anniversaries in a genuinely unique format. A free catalog offers books, posters and other products that focus on women's issues; African American, Latino and Native American cultures; and more.

Syracuse Cultural Workers
P.O. Box 6367
Syracuse, NY 13217-6367
(315) 474-1132

Algebra Activities from Many Cultures and **Geometry Activities from Many Cultures** ($17.95 each) provide high-interest lessons that support National Council of Teachers of Mathematics standards and foster global appreciation for mathematical applications. Hands-on and group project options reinforce middle and secondary level problem-solving and communication skills in each lesson.

J. Weston Walch
P.O. Box 658
Portland, ME 04104-0658
(800) 341-6094

In-service and Pre-service

Educating Latino Students: A Guide to Successful Practice ($44.95) is an information-rich response to the needs of educators struggling to provide meaningful, quality education for Latino children in preschool through secondary classrooms. The editors highlight exemplary programs that make school a culturally and linguistically welcoming place for youngsters and their parents.

Technomic Publishing Co.
P.O. Box 3535
Lancaster, PA 17604
(800) 233-9936

Homeless children, children with AIDS, adjudicated girls, immigrant children, urban Appalachian children — all these students come into focus in **Invisible Children in the Society and in the Schools** ($24.50). With reflective essays, data from well-researched studies, and ideas for classroom application, this book advocates as it instructs.

Lawrence Erlbaum Associates
10 Industrial Ave.
Mahwah, NJ 07430
(800) 926-6579

True to its title, **Preparing Teachers for Cultural Diversity** ($23.95) unites both theory and praxis in an array of research and innovation. Recognizing that the changing demographics of U.S. schools call for the intensive and pragmatic transformation of teacher education programs, this text readies pre-service teachers for the diverse learners who await them.

Teachers College Press Orders
P.O. Box 20
Williston, VT 05495
(800) 575-6566

Containing outstanding selected essays from past issues of the journal by the same name, **Teaching for Social Justice** ($18.95) demonstrates the power of the "teacher as activist." This sourcebook offers curriculum ideas and Web sites in addition to the time-tested wisdom of its contributors.

The New Press
c/o W.W. Norton
800 Keystone Industrial Park
Scranton, PA 18512
(800) 233-4830

Amid a plethora of books on racism, **Face to Face: The Changing State of Racism Across America** ($29.95) provides as accessible a starting point for faculty discussion as any text available. Using a narrative and logical approach, the author explodes myths, examines cognitive traps, revisits historical issues and posits steps toward reconciliation.

Plenum Publishing
233 Spring St.
New York, NY 10013-1578
(800) 221-9369

Websites:

Teaching Tolerance recommends the following Web sites for their effectiveness as tools for peacemaking, community-building and global awareness.

Action & Activism:

Rethinking Schools On-line includes educational articles from past publications and an index of current topics for teacher activists who want to be informed on equity and diversity issues affecting schools today. Addressing policy matters and practical methods that promote a world vision for justice, this on-line publication leads to action.

www.rethinkingschools.org

Black History:

Afro-Americ@ offers a Kids Zone full of games, brain teasers, myths and fables, plus a Discover Africa geography tour. The site also boasts an on-line Black History Museum full of interactive exhibits featuring Black Resistance, Slavery in the U.S., the Tuskegee Airmen, and a critical look at Advertising in the 1920s and '30s.

www.afroam.org/index.html

Black History: Exploring African-American Issues on the Web is designed to support individual students or whole classes in research. With a wide range of Internet activities on topics such as Slavery, Contemporary Poetry, Twentieth Century Oral History and much more, the Web site offers a Black History Treasure Hunt as well.

www.kn.pacbell.com/wired/BHM/AfroAm.html

Tour civil rights history on-line with the ***1997 Majic Bus!*** C-Span followed the tour from March 20-April 3, 1997, and filmed the places, lectures and local people along the way to create a multimedia chronicle complete with text, pictures and sound clips.

www.cspan.org/majicbus

Get a glimpse of the life of one America's most noble soldiers for equality, ***Dr. Martin Luther King Jr.***, at this insightful Web site as you explore his journey for justice. Through the site's "Electronic Classroom," students can take an interactive quiz and converse with others on how to keep the Dream alive.

seattletimes.com/mlk/

Set sail to discover the incredible story of the ***Amistad*** at this site. Students will find that during the height of the American slave trade, there were Blacks brave enough to demand freedom and Whites brave enough to defend them.

amistad.mysticseaport.org/welcome.html

Check out a truly enlightening Web site about the ***Civil Rights Movement.*** Developed by a 9th grade U.S. Government class, it offers practical, thought-provoking assignments for students eager to know more about the movement that forever changed the United States.

fred.net/nhhs/project/civrts.htm

Britannica Online '98 monthly ***Spotlights*** include The Britannica Guide to Black History. View video clips of civil rights demonstrations, hear Martin Luther King deliver his "I Have a Dream" speech, see Michael Jordan in action, and more. Price $85/year or $8.50/month; free trials available.

Encyclopaedia Britannica Profiles Black History is a comprehensive CD-ROM that brings the lives and works of African American history-makers to life through video and audio clips, photos, biographies, and more. Price $29.95; call (800) 747-8503 or go to the website.

http://www.eb.com.

Life magazine features photos of influential African Americans of the 20th century - from Wilma Rudolph and Jesse Owens to Coretta Scott King and Thursgood Marshall.

http://pathfinder.com/

Profiles of African Americans in the arts and sciences, a virtual tour of the civil rights movement, and links to related sites can be found.

http://www.cnn.com/events/1997/bhm/

Black History Month Learning Resource Package is published each year by the Association for the Study of Afro-American Life and History. It is designed to help teachers integrate African American History Month into their curriculum and includes a collage poster by Tom Feelings; games, activities, and other teaching tools; essays on pioneers in African American business; and more. Price $75; call (202) 667-2822 or go to the website.

http://artnoir.com/asalh.html

Global Education:

Click on "Culture" at ***Classroom*** and your students will find almost 200 links to the world! This site includes the Internet headquarters of the Oneida Indian Nation of New York, Malaysia On-line, Latin America Database, Treasures of the Czars, and more.

www.classroom.net

Global SchoolNet Foundation was founded in 1984 to encourage geographical, cultural and sociopolitical understanding on a global scale. GSN organizes a monthly calendar of on-line projects originating from many Internet sites and universities.

www.gsn.org/

Ask Asia is an on-line information service sponsored by the Asian Educational Resource Center focusing on K-12 Asian and Asian American studies, including resources, cultural background, games, activities and links. For teachers, there are grants, school-to-school connections and curriculum guides. For students, the site provides songs, traditional games of knowledge and fun, and origami challenges.

www.askasia.org

Kids Connecting:

Intercultural E-mail Classroom Connections is a clearinghouse intended for "K-12 teachers seeking partner classrooms for international and cross-cultural electronic mail exchanges." This site provides free keypals, partner classrooms and cooperative projects for thousands of subscribers in 68 countries.

www.stolaf.edu/network/iecc/

Heinemann Publishing provides an on-line ***Key Pals*** project that connects teachers and 5- to 18-year-old students from around the world, "making the global classroom a reality." With on-line projects and activities, students can contribute to "Tales of Traditional Wisdom," and teachers can gain ideas for appropriate global education projects that integrate well with required curriculum objectives.

www.reedbooks.com.au/heinemann/global/global1.html

Children's Express: By Children For Everybody provides a forum for on-line student publication for grades 2 and up to "give children and teens a significant voice in the world." CE draws together diverse student authors to do field reporting and writing on issues that affect them, like violence in America, Skinheads, and kids who are making a positive difference in their schools and communities.

www.ce.org/

KIDLINK, a grassroots organization, encourages children in grades 5-10 to engage in global dialogue. To date, more than 100,000 students from 110 countries have participated by answering four questions: Who am I? What do I want to be when I grow up? How do I want to make the world better? What can I do to make this happen? Special features include multilingual projects, art exchanges and open discussions on specific topics facilitated by adult monitors.

www.kidlink.org

Multicultural Education:

Awesome Library: Multicultural is aptly named for its lesson plans, essays on prejudice, projects, listings of related Web sites for 40 different ethnic groups, and an incredibly well-organized, teacher-friendly subject search file.

neat-schoolhouse.org/

Multicultural awareness activities, including icebreakers and introspective exercises, are included in the copious archives of ***Multicultural Pavilion.*** This site hosts a Teacher's Corner, a Research Guide to Multicultural Resources and an International Project.

curry.edschool.virginia.edu/go/multicultural

The mission of ***The Southern Institute for Education and Research*** is "to promote tolerance through education and training." This Web site offers Common Ground discussion guidelines for healing racial and religious bigotry, a resource review of anti-bias educational material, interviews with Holocaust survivors, free curriculum guides and workshop opportunities.

www.tulane.edu/~so-inst/mainpage.html

Race Relations:

Y? The National Forum on People's Differences is designed to give people an opportunity to ask sincere questions of one another on the topics of cultural, ethnic or lifestyle backgrounds. ***Y?*** evaluates the questions according to site guidelines, then posts them for answering, creating a running dialogue that promotes understanding among diverse individuals and groups.

www.yforum.com

Race and Racism seeks to bring together as much material on these subjects as possible in the forms of essays, articles, fiction, poetry, photography, book reviews, art and critical theory. For research and project planning, this site is a useful springboard.

www.users.interport.net/~heugene/race_racism.html

Human Rights:

Sponsored by the Franklin & Eleanor Roosevelt Institute, this site puts the Universal Declaration of Human Rights in context for students and teachers by offering human rights training manuals, syllabi, and resources for use in the classroom and beyond.

http://www.udhr50.org

Human Rights U.S.A.'s website offers a wealth of human rights history, resources, contacts, and projects, as well as a calendar of nationwide Universal Declaration of Human Rights 50th anniversary events and dozens of helpful web links.

http://www.hrusa.org

The site for the Electronic Resources Centre for Human Rights Education provides access to human rights education materials available on the internet and in electronic format. From databases of Human Rights Education trainers, organizations and funders to libraries, links, and calendar listings, this site offers a variety of ways to introduce human rights concepts and values into teaching practices.

http://erc.hrea.org

Hosted by the University of Iowa, the Global Focus: Human Rights '98 site offers a gateway to some fundamental educational materials on human rights, as well as access to a collection of primary human rights documents and an extensive collection of links to human rights materials and organizations online around the world.

http://www.uiowa.edu/~hr98/resources/links/index.html

Based on the premise that accurate information is a precondition for the effective protection of human rights, Human Rights Internet offers databases of human rights literature to promote human rights education, stimulate research, and build international solidarity.

http://www.hri.ca

Amnesty USA Educators' Network offers a variety of resources on human rights education including sample lessons and curriculum resource guides covering topics such as children's rights, indigenous people's rights, and the death penalty.

http://www.amnesty-volunteer.org/usa/education/educate.html

And Others ...

Using RealAudio, ***Native American Public Telecommunications*** is committed to "empowering, educating and entertaining through Native media." With 24-hour/seven-day programming of American Indian Radio on Satellite and authentic Native American video previews, the site is timely and information-rich.

www.nativetelecom.org

Interracial Voice seeks to serve the mixed-race/interracial community in cyberspace and strongly advocates the inclusion of a multiracial category on the 2000 census. This exhaustive list of Web sites includes information on interracial adoption, a range of Latino links, genealogy searches, Creole culture, and a variety of international organizations.

www.webcom/intvoice/add_site.html

Ten Strategies For Interrupting Discriminatory Behavior

1. Don't ignore it
2. Don't be afraid of possible tension or conflict
3. Be aware of your own attitudes, stereotypes and perceptions
4. Provide accurate information
5. Distinguish between categorical thinking and stereotyping
6. Be aware of your own hesitancies to intervene
7. Project a sense of understanding, love and forgiveness
8. Be non-judgmental, but know the bottom line
9. Be a role model
10. Recognize that it is a long-term struggle

ADL
Anti-Defamation League®

One America

Promising Practices

The President's Initiative on Race

TEN THINGS EVERY AMERICAN SHOULD DO TO PROMOTE RACIAL RECONCILIATION

One of the most striking findings from our work is that there are many Americans who are willing to accept that racial prejudice, privilege, and disparities are major problems confronting our Nation. Many of them told us that they would welcome concrete advice about what they should do. To fill that need, we offer a brief list of actions that individual Americans could take that would increase the momentum that will make us One America in the 21st century:

(1) Make a commitment to become informed about people from other races and cultures. Read a book, see a movie, watch a play, or attend a cultural event that will inform you and your family about the history and current lives of a group different than your own.

(2) If it is not your inclination to think about race, commit at least one day each month to thinking about how issues of racial prejudice and privilege might be affecting each person you come in contact with that day. The more that people think about how issues of race affect each person, the easier it will be for Americans to talk honestly about race and eliminate racial divisions and disparities.

(3) In your life, make a conscious effort to get to know people of other races. Also, if your religious community is more racially isolated than your local area, encourage it to form faith partnerships with racially different faith groups.

(4) Make a point to raise your concerns about comments or actions that appear prejudicial, even if you are not the targets of these actions. When people say or do things that are clearly racially biased, speak out against them, even if you are not the target. When people do things that you think might be influenced by prejudice, raise your concerns that the person or institution seriously consider the role that racial bias might play, even unconsciously.

(5) Initiate a constructive dialogue on race within your workplace, school, neighborhood, or religious community. The One America Dialogue Guide provides some useful ideas about how to construct a dialogue and lists some organizations that conduct dialogues and can help with facilitation.

(6) Support institutions that promote racial inclusion. Watch television programs and movies that offer racially diverse casts that reflect the real world instead of those perpetuating an inaccurately segregated view of America. Support companies and nonprofit organizations that demonstrate a commitment to racial inclusion in personnel and subcontracting. Write the institutions to let them know of your support for what they are doing.

(7) Participate in a community project to reduce racial disparities in opportunity and well-being. These projects can also be good ways of getting to know people from other backgrounds.

(8) Insist that institutions that teach us about our community accurately reflect the diversity of our Nation. Encourage our schools to provide festivals and celebrations that authentically celebrate the history, literature, and cultural contributions of the diverse groups that comprise the United States. Insist that our children's schools textbooks, curricula, and libraries provide a full understanding of the contributions of different racial groups and an accurate description of our historic and ongoing struggle for racial inclusion. Insist that our news sources--whether print, television, or radio--include racially diverse opinions, story ideas, analysis, and experts. Support ethnic studies programs in our colleges and universities so that people are educated and that critical dialogue about race is stimulated.

(9) Visit other areas of the city, region, or country that allow you to experience parts of other cultures, beyond their food. If you have an attitude that all people have histories, cultures, and contributions about which you could benefit from learning, it is usually not difficult to find someone who enjoys exposing others to their culture.

(10) Advocate that groups you can influence (whether you work as a volunteer or employee) examine how they can increase their commitment to reducing racial disparities, lessening discrimination, and improving race relations. Whether we are a member of a small community group or an executive of a large corporation, virtually everyone can attempt to influence a group to join the national effort to build One America.

United Way Of Allen County

Agency Inclusiveness Plan
Self-Evaluation Tool

Agency: ____

Completed by: ____________________ **Title:** ______________ **Date:** _______

SECTION I: *GOVERNANCE*

	Critical Indicators	*How Agency Meets Indicator(s)*			
	Governance Standard:	***A. The Governing Board has made a firm commitment to building an inclusive, multi-cultural organization at all levels of participation and service.***			
1	The Governing Board has adopted a written statement clearly stating the organization's commitment to inclusiveness *(beyond an Affirmative Action Statement)*.	Yes	No	NA	
2	The Governing Board has assigned responsibility to a person or group for monitoring progress and reporting to the board periodically on inclusiveness issues.				
3	The Governing Board has established a process and procedures for evaluating the success of the agency's Inclusiveness Plan.				
4	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*.				
	Governance Standard:	***B. The percentage of Governing Board representing affected groups is proportional to the percentage of each affected group in the eligible client population or target group.***			
5	The Governing Board has clearly defined EEO and Affirmative Action statements that guide the recruitment of new Board members.	Yes	No	NA	
6	The Governing Board has adopted official resolutions, policies, or bylaws that assure that the board reflects the diversity of the organization's target population.				
7	The Governing Board assesses these resolutions, policies, and practices periodically, making changes as necessary to achieve inclusiveness.				
8	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*.				

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SECTION II: *BUSINESS AND ADMINISTRATION*

	Critical Indicators	*How Agency Meets Indicator(s)*			
	Operations Standard:	***A. The business/administrative policies and practices set by the Governing Board assure that issues of inclusiveness are considered when making administrative and financial decisions.***			
9	The Governing Board budgets funds on an on-going basis for inclusiveness activities. *(If included in the training budget, this item should be listed separately.)*	Yes	No	NA	
10	The agency seeks to increase operating activities with organizations and/or vendors that proportionately reflect the diversity of the agency's eligible client population or target group.				
11	The Governing Board has adopted an action plan for recruiting a diverse donor base.				
12	Please note any other ways in which the agency meets this standard *(if further explanation is necessary).*				

SECTION III: *COMMUNITY LINKAGES*

	Critical Indicators	*How Agency Meets Indicator(s)*			
	Operations Standard:	***A. The agency projects a positive and inclusive image to the general public of who they are and whom they serve.***			
13	The agency uses internal and external media (such as newspaper, radio, television, newsletters, bulletins, etc.) to communicate the organization's efforts to become more inclusive.	Yes	No	NA	
14	Staff and/or Governing Board members actively solicit feedback from the agency's client or target population regarding their perceptions of the inclusiveness of this organization.				
15	Staff, Board members and other volunteers are aware of these perceptions and seek to improve the public image of the organization.				

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16	In public presentations, staff, Board members and other volunteers frequently make statements about the benefits of inclusiveness.	Yes	No	NA	
17	The agency's public relations materials accurately reflect the diversity and inclusiveness of the organization's Governing Board, staff, volunteers and target population.				
18	All publications and audio visuals are sensitive to people in all affected groups and reflect the cultural and racial diversity of the communities served.				
19	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*				
	Operations Standard:	***B. The agency maintains linkages with a diverse pool of other agencies and organizations, which underscores its commitment to inclusiveness.***			
20	It is the practice of the agency to build collaborative relationships with diverse communities.	Yes	No	NA	
21	The agency maintains ties with civic organizations, neighborhood groups and/or professional associations that represent affected groups.				
22	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*.				

SECTION IV: *PROGRAMMING*

	Critical Indicators	*How Agency Meets Indicator(s)*			
	Services Standard:	***A. The percentage of affected groups served by the agency should be proportional to the percentage of each affected group in the eligible client population or target group.***			
23	The agency has defined non-discrimination policies and promotes diversity and inclusiveness with regard to service delivery.	Yes	No	NA	

24	The services to clients are in compliance with federal, state, and city EEO and Affirmative Action requirements.	Yes	No	NA	
25	Facilities are in compliance with all Americans with Disabilities Act requirements.				
26	The agency makes every attempt to reasonably accommodate the needs of all clients.				
27	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*.				

SECTION V: *HUMAN RESOURCES*

	Critical Indicators	*How Agency Meets Indicator(s)*			
	Staff Standard:	***A. The percentage of staff members representing affected groups should be proportional to the percentage of each affected group in the eligible client population or target group.***			
28	The agency's staff and volunteers reflect the diversity of the agency's client population or target group	Yes	No	NA	
29	The agency has defined non-discrimination policies and promotes diversity with regard to its staff and volunteers.				
30	The Governing Board has adopted official resolutions, policies, or bylaws that assure that the staff and volunteer base reflect the diversity of the organization's target population.				
31	The agency has a non-discrimination policy for staff in compliance with city, state and federal Affirmative Action and EEO requirements.				
32	The Governing Board has adopted an action plan for recruiting a diverse staff and volunteer base				
33	Outside organizations and professional groups are used in alerting affected group members about possible employment and volunteer opportunities				

34	The agency has qualified staff in professional positions representing diverse racial/ethnic and gender groups.				
35	The agency has qualified staff in professional positions representing affected groups other than racial/ ethnic minorities.				
36	The agency has qualified volunteers in leadership positions representing diverse racial/ethnic and gender groups.				
37.	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*				
	Staff Standard:	***B. The agency exhibits a commitment to inclusiveness in all training and meeting formats.***			
38	Meetings involving staff and volunteers periodically include expressions of support for inclusiveness and reminders of why inclusiveness is important.	Yes	No	NA	
39	During the past year, attention has been given to diverse perspectives.				
40	During the past year, attention has been given to affected groups' leadership in decision making.				
41	In volunteer leadership development, we provide an opportunity for affected groups to discuss inclusiveness issues of concern to them.				
42	The agency sponsors or conducts activities to improve the ability of staff and volunteers to work effectively with diverse communities.				
43	Please note any other ways in which the agency meets this standard *(if further explanation is necessary)*				

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UNITED WAY OF ALLEN COUNTY

AGENCY INCLUSIVENESS PLAN OUTLINE

February 24, 1999

On the basis of the completed Inclusiveness Self-evaluation, please describe the action plan adopted by the Governing Board to address key issues for improvement and change:

I. Policy Statement for Inclusiveness Plan

- ☐ Provide sample statement that could be modified/adopted by board
- ☐ Statement from agency executive issuing or reaffirming her/his commitment to inclusiveness

II. Detailed Description of Target Population

III. Summary of Key Issues and Strategies/Action Items Addressed by the Plan:

- ☐ At a minimum, the plan must address the following standards:
  - ☐ Governance: The percentage of board members representing affected groups should be proportional to the percentage of each affected group in the eligible client population or target group.
  - ☐ Programming: The percentage of affected groups served by the agency should be proportional to the percentage of each affected group in the eligible client population or target group.
  - ☐ Human Resources: The percentage of staff members representing affected groups should be proportional to the percentage of each affected group in the eligible client population or target group.
  - ☐ Community Linkages: The agency should establish mutual community linkages with other agencies and organizations in a way that underscores its desire to reflect its eligible client population or target group.
  - ☐ Business and Administration: The agency should seek to increase operating activities with organizations and/or vendors which proportionately reflect the diversity of the agency's eligible client population or target group.

IV. Assignment of Responsibility for Inclusiveness Plan Development, Implementation and Monitoring

V. Timetable for Implementation

VI. Attachments:

- ☐ Organizational assessment of baseline for staff and volunteers
- ☐ Other?

ViewingRace

Films Listed Alphabetically with Director/Producer
(74 films as of October 27, 1998)

ABC

Adam Clayton Powell. Producers Richard Kilberg and Yvonne Smith
American Sons. Director: Steven Okazaki
An American Love Story. Producer/Director:Jennifer Fox
And the Earth Did Not Swallow Him. Director: Severo Perez
Black Is...Black Ain't. Producer/Director: Marlon Riggs
Blacks and Jews. Producers: Alan Snitow, Deborah Kaufman, Bari Scott; Directors, Alan Snitow and Deborah Kaufman
Blood in the Face. Producers: Ann Bolen, Kevin Rafferty, James Ridgeway
Blue Eyed. Producers: Bertram Verhaag, Claus Strigel
Bontoc Eulogy. Director: Marlon Fuentes
Brincando El Charco: Portrait of a Puerto Rican. Director: Frances Negrón-Muntaner; an ITVS production
Campus Culture Wars. Director: Michael Pack
Chicano (series). Produced by National Latino Communications Center and Galan Productions, Inc. in association with KCET/Los Angeles.
Color Adjustment. Producer/Director: Marlon Riggs
The Color of Fear. Director: Lee Mun Wah
The Color of Honor. Producer/Director: Loni Ding

DEF

Days of Waiting. Producer/Director: Steven Okazaki
Do the Right Thing. Writer, Director, and Co-Producer: Spike Lee
Don't Hurry Back. Director: Portia Cobb
Double Happiness. Director: Mina Shum
Dusk Before Dawn. Director Colin Cumberbatch
El Super. Director: Leon Echazo
Ethnic Notions. Director: Marlon Riggs
Eyes on the Prize (Series). Producers: Henry Hampton/Blackside
Faces of the Enemy. Director: Bill Jersey
Family Gathering. Producer/Director: Lise Yasui
Family Name. Director: Macky Alston
Fear and Learning at Hoover Elementary. Director/Writer/Narrator: Laura Angelica Simon
The Fight in the Fields: Cesar Chavez and the Farmworkers' Struggle. Directors: Rick Tejada-Flores, Ray Telles
4 Little Girls. Producer/Director: Spike Lee
First Contact. Producers: Bob Connelly, Robon Andersen
Freckled Rice. Director: Stephen C. Ning. Producers: Stephen C. Ning and Yuet-Fung Ho

GHI

Hair Piece: A Film for Nappyheaded People. Writer, Producer, Director: Ayoka Chenzira

Haircuts Hurt. Director: Randy Redroad Halmani Director: Kyung-Ja Lee
History and Memory. Producer//Writer/Director: Rea Tajiri
History of the Luiseno People. Producer: James Luna
Holding Ground: The Rebirth of Dudley Street. Producer/Director: Leah Mahan and Mark Lipman
I Like It Like That. Director: Darnell Martin
In Whose Honor?. Producer/Director/Editor: Jay Rosenstein

JKLM

James Baldwin: Price of a Ticket. Producer/Director: Karen Thorsen
Kelly Loves Tony (One Point Five). Director: Spencer Nakasako with NAATA
Lighting the 7th Fire. Director: Sandra Johnson Osawa
Los Vendidos. Producer: Jose Luis Ruiz, Director: George Paul
Making Peace (series). Producers: Catherine Ryan, John Valadez, Tom Weidlinger, Marco Williams
The Massachusetts 54th Colored Infantry. Information not available yet
Miss India Georgia. Producers/Directors: Daniel Friedman, Sharon Grimberg
My America (...or Honk If You Love Buddah). Producers: Renee Tajima-Peña and Quynh Thai

NOPQR

No Vietnamese Ever Called Me Nigger. Director: David Loeb Weiss
Nothing But A Man. Director: Michael Roemer
Philadelphia, Mississippi. Director: Garth Stein
A Place of Rage. Director: Pratibha Parmar
Question of Color. A Director: Kathe Sandler
Race in America: A Message from Los Angeles. Information not available yet
Remembering Wei Yi-Fang, Remembering Myself: An Autobiography. Director: Yvonne Weblon
Richard Wright - Black Boy. Director: Madison Davis Lacy, Mississippi ETV

STU

Salt of the Earth. Director: Herbert J. Biberman
Secrets and Lies. Producer: Simon Channing-Williams; Director/Writer, Mike Leigh
Skin Deep. Producer/Director: Frances Reid
Smoke Signals. Director: Chris Eyre
Starting Fire with Gunpowder. Producers/Directors: Poisey and Hansen
Suzanne Bonnar: The Blackburg Connection. Producers: Garfield Kennedy for BBC Scotland
Tales from Arab Detroit. Director: Joan Mandell
This Little Utopia. Producer: Vogelstein/Baer Productions
A Time for Justice. Director: Charles Guggenheim; produced for the Teaching Tolerance Project of the Southern Law Poverty Center.
Tongues Untied. Producer/Director: Marlon Riggs
The Tribal Mind. Director: Torben Schioler

VWXYZ

W.E.B. Du Bois: A Biography in Four Voices. Director: Louis Massiah
The Watermelon Woman. Director/Writer: Cheryl Dunye
Who Killed Vincent Chin? Director: Christine Choy
The Women Outside. Writers/Directors/Producers: J.T. Takagi and Hye Jung Park
Your Money or Your Life. Director: Laura Kipnis
Zebrahead. Director/Writer: Anthony Drazan

Zero Tolerance Policy

(Your Company Name)

BE IT RESOLVED that (*Your Company Name*) is committed to zero tolerance toward harassment, intimidation, slurs, violence, hate crimes, and discrimination on the basis of race, religion, disability, creed, gender, or national origin including limited English language and other differences. All employees and customers of (*Your Company Name*) have the right to personal safety, a productive work environment, and freedom from harassment, intimidation, slurs, violence, hate crimes, and discrimination.

BE IT FURTHER RESOLVED that (*Your Company Name*) will maintain accurate records of any incidents of discrimination, violence, or harassment. Instructional time will be used to teach, discuss, and understand this policy. Incidents of violation of this policy will be immediately addressed.

BE IT FURTHER RESOLVED that (*Your Company Name*) will work to educate all of our employees about the damage to all in our community caused by prejudice and discrimination.

Policy adopted the ________ day ________________, _____.

____
(Signature)

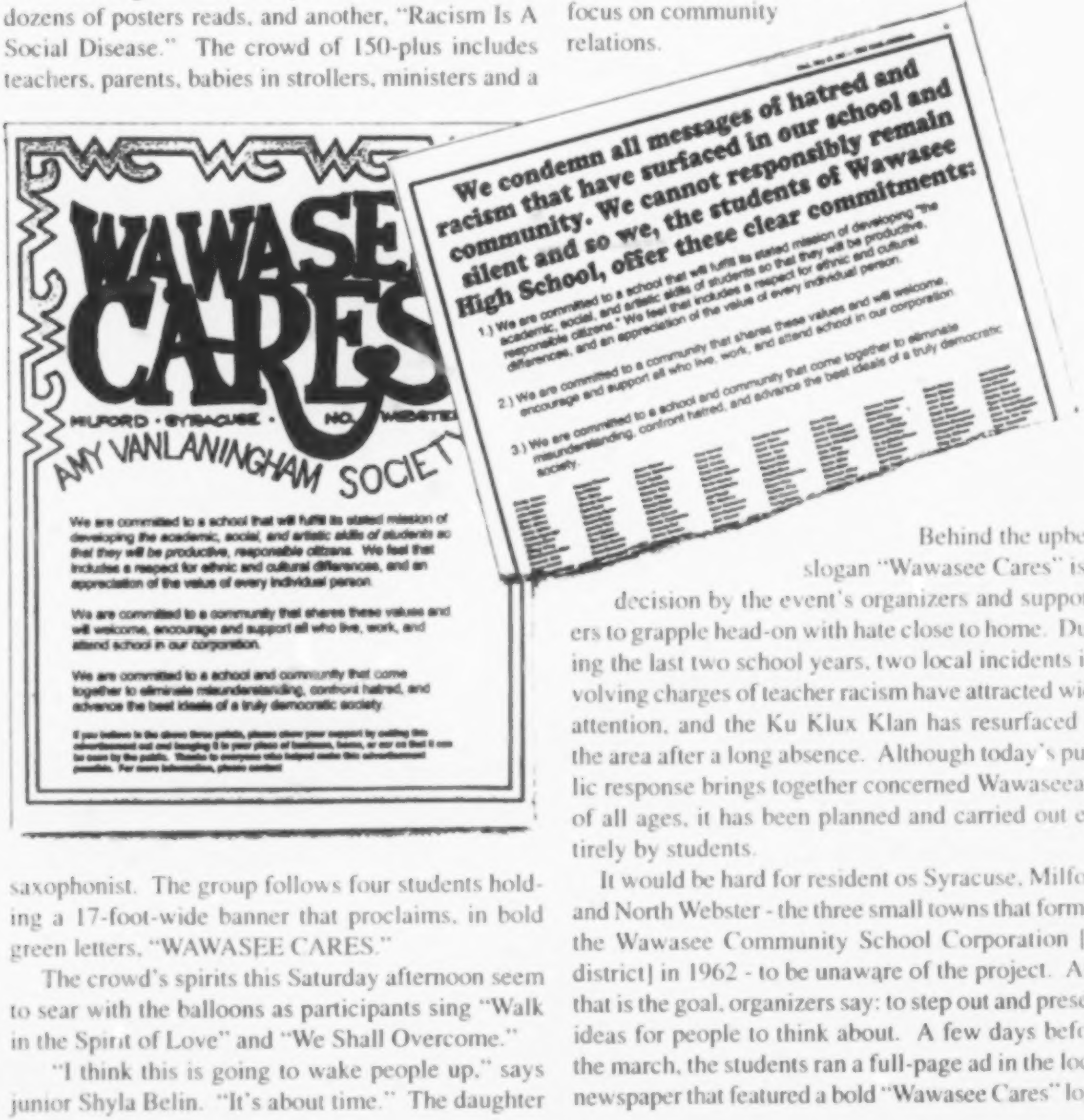
PREJUDICE IS A LAZY MAN'S SUBSTITUTE FOR THINKING

Awakenings in Wawasee

An Indiana community responds to hate in its midst

BY: Mary M. Harrison

Under cloudy autumn skies in rural northeastern Indiana, a gust of wind whips the brightly colored helium balloons and hand-stenciled posters that students carry as they march from downtown Syracuse to Wawasee High School. "Say No To Hatred," one of dozens of posters reads, and another, "Racism Is A Social Disease." The crowd of 150-plus includes teachers, parents, babies in strollers, ministers and a saxophonist. The group follows four students holding a 17-foot-wide banner that proclaims, in bold green letters, "WAWASEE CARES."


WC WC WC
WAWASE
CARES
MILFORD • SYRACUSE • NO. WEBSTE
AMY VANLANINGHAM SOCIETY

We are committed to a school that will fulfill its stated mission of developing *the academic, social, and artistic skills of students so that they will be productive, responsible citizens.* We feel that includes a respect for ethnic and cultural differences, and an appreciation of the value of every individual person.

We are committed to a community that shares these values and will welcome, encourage and support all who live, work, and attend school in our corporation.

We are committed to a school and community that come together to eliminate misunderstanding, confront hatred, and advance the best ideals of a truly democratic society.

If you believe in the above three points, please show your support by cutting this advertisement out and hanging it in your place of business, home, or car so that it can be seen by the public. Thanks to everyone who helped make this advertisement possible. For more information, please contact

We condemn all messages of hatred and racism that have surfaced in our school and community. We cannot responsibly remain silent and so we, the students of Wawasee High School, offer these clear commitments:

1.) We are committed to a school that will fulfill its stated mission of developing "the academic, social, and artistic skills of students so that they will be productive, responsible citizens." We feel that includes a respect for ethnic and cultural differences, and an appreciation of the value of every individual person.

2.) We are committed to a community that shares these values and will welcome, encourage and support all who live, work, and attend school in our corporation

3.) We are committed to a school and community that come together to eliminate misunderstanding, confront hatred, and advance the best ideals of a truly democratic society.

The crowd's spirits this Saturday afternoon seem to sear with the balloons as participants sing "Walk in the Spirit of Love" and "We Shall Overcome."

"I think this is going to wake people up," says junior Shyla Belin. "It's about time." The daughter of a Black father and White mother, Shyla was one of the first members of a racial minority to go through Wawasee schools.

The march and a rally afterward at the high school mark the start of a week-long focus on community relations.

Behind the upbeat slogan "Wawasee Cares" is a decision by the event's organizers and supporters to grapple head-on with hate close to home. During the last two school years, two local incidents involving charges of teacher racism have attracted wide attention, and the Ku Klux Klan has resurfaced in the area after a long absence. Although today's public response brings together concerned Wawaseeans of all ages, it has been planned and carried out entirely by students.

It would be hard for resident os Syracuse, Milford and North Webster - the three small towns that formed the Wawasee Community School Corporation [or district] in 1962 - to be unaware of the project. And that is the goal, organizers say: to step out and present ideas for people to think about. A few days before the march, the students ran a full-page ad in the local newspaper that featured a bold "Wawasee Cares" logo and a three-point commitment to promote tolerance and fight racism. They asked readers to support them by posting the ad in the windows of their homes and offices.

With money collected from local businesses, churches and service organizations, the students also printed 4,000 posters with the same logo and commitments and posted them throughout the towns. They asked every business with a marquee to display "Wawasee Cares" all week.

In her speech at the rally, visitor Elizabeth Dobynes, vice-president of the Indiana State NAACP, declares, "Young people, you have really set the pace for our state of Indiana... You have caught on fire." Superintendent of schools Mark Stock later tells the crowd, "Our community is a good place, but it can be better. With the ideals set forth by [these young people], we're going to make it that."

The approximately 35 campaign leaders acknowledge some disappointments. They had hoped for a bigger crowd and more "Wawasee Cares" logos in windows. They had hoped for the same television coverage that Klan rallies always get. They noticed that some supporters who feared disruption by the Klan did not show up.

They also know that the size of their group and the number of signs posted far exceeds what most people predicted and that they are making local history. The students' awakening to community needs and their decision to get involved builds upon other awakening that began about two and a half years ago. The process is not complete and it hasn't been easy, but the story is one full of hope.

The Active Voice

Throughout most of its history, the Wawasee community has been almost entirely White. The 1990 census listed a minority population of less than 2 percent. But many believe that in the upcoming census, that number will be 8 percent and that it will continue to grow. A few minority residents are African-American or Asian-American, but most are Hispanic, as they refer to themselves. Of the three towns in the school corporation, Milford has the largest Hispanic population. Many came to work on migrant farms there in the 1960s and stayed to raise families. A large duck-processing plant and various factories have attracted recent immigrants. In some other nearby towns, the Hispanic population has grown to 25 percent or more.

The importance - and the challenge - of communication among all segments of the community during this time of change became painfully apparent in the fall of 1996. Details of the incident remain sketchy, but Hispanic parents became angry when they heard that some children with Hispanic surnames had been pulled out of classrooms to avoid standardized testing on the assumption that their scores would lower the average. About 35 Hispanic and biracial parents met several times at a local community center to voice concerns that their children were being treated unfairly in standardized tests, the gifted program and the Migrant Education Program. IN previous years, they said, numerous Hispanic parents had gone individually to school administrators with similar complaints, but to little avail. The discussion meetings generated a new optimism.

Out of those discussions emerged Rays of Hope, an advocacy group for minority students that is cited by some Wawaseeans as the first step in the community awakening process. A major focus of the organization, says parent and police officer Joe Salazar, the group's president, is to make sure that the school strongly encourages all minority youth - including poor students of all races - to graduate from both high school and college.

Mark Stock had become interim superintendent shortly before the turmoil over testing. He notes that, at the time, the state required that students of limited English proficiency be exempt from the test. In his view, the problem arose because administrators had not explained the exemption policy to teachers adequately or to parents at all.

At the invitation of Rays of Hope members, Stock attended one of the discussion meetings and brought social studies teacher Jeff Van Drie along. Listening to the concerns expressed that night, Stock says, helped him better understand the parents' high expectations for their children and the painful memories of their own school experiences that the test incident had evoked.

He announced at the meeting that he was establishing a Minority Issues Task Force as a bridge between the schools and minority families. Stock appointed Van Drie chairman and asked the parent group to choose three members to serve on the committee.

The new task force, which came to include Joe Salazar and other parents and educators, met frequently and at year's end presented recommendations for 11 areas of concern, including those raised at the meetings. Eight of the recommendations were implemented during the following school year, including placement of a Spanish-language paraprofessional in every school and admission of minority students into the gifted program.

Over the next 14 months, however, two new incidents rocked the Wawawee community. Both involved teachers, bot generated anger on both sides of the issues, and both focused national attention on north central Indiana. But they also set the stage for change.

"One of my first public comments," Stock says, "was that then years from now people would look back and say that this was a great opportunity to make a difference in the community."

Painful Lessons

In April 1997, a White Wawasee 4th grader brought home a teacher-made worksheet about the Ku Klux Klan that appeared to promote the Klan rather than to teach its history. One question asked for five reasons people join the Klan, to which the child had answered "It's good fun" and "You believe in white not black." A word search included the words *nigger, jew, commie,* and *fire*. The child told her horrified mother that she had gotten her answers from a poster in the classroom.

Although the KKK for many years had a high membership in Indiana and was influential in the state legislature in the 1920s, Klan organizations had faded from view in the 1980s. Recently, however, there had been a few small Klan rallies in Syracuse and surrounding towns to decry Hispanic workers for taking jobs from Whites.

The 4th grader's family, with the support of their pastor, Rev. Sarah Tuttle, first tried to settle the worksheet matter with the teacher and then asked superintendent Stock to intervene. During Stock's investigation in mid-May, he suspended the teacher. Although the teacher always insisted that she was not a Klan member and did not intend to promote the racist organization, the Klan seized the opportunity to march in front of Syracuse Elementary in her support during her suspension.

Stock invited Tuttle and the child's mother and grandmother to some of the private conferences with the teachers. "It was coming out as a debate," Tuttle recalls. "Did the worksheet teach the history of the Klan, or did it promote the Klan?"

Tuttle and the women left two meeting feeling frustrated. But when Stock invited them to meet with representatives from the Minority Issues Task Force, Rays of Hope, the Fort Wayne chapter of the NAACP and the school board - using Tuttle's Rock Church as neutral ground - Tuttle and others called the session "very positive."

At that meeting, Stock explained his view that the teacher had shown very poor instructional judgement but was not a Klan member or racist. He believed that she used an inappropriate extra-credit worksheet that she hoped would reinforce a lesson on hateful language but that could have confused or hurt children in the attempt.

"People were angry," he recalls, "because they thought the teacher needed a severe punishment. Then a Black minister from the NAACP said that it was time for us to talk about forgiveness and healing. The negative energy left the room, and we started talking about how to move on."

In June, the teacher was placed on administrative leave for the rest of that year with the understanding that she would be rehired in the fall. A letter detailing the incident was placed in her file. Stock says the incident taught him a valuable lesson about handling volatile social issues: "We should have moved carefully but swiftly to get everybody involved to really talk."

Before school resumed the next fall, Stock invited Rays of Hope members to a teacher meeting on diversity issues. He warned teachers to consider not only what intentions they had for their lessons but also what others might perceive their intentions to be. That November, however, a school volunteer overhead a 3rd grade teacher in North Webster make stereotypical remarks about African-Americans to her class and reported her to the principal.

This time Stock investigated immediately. The teacher acknowledged making the comments, and Stock concluded that her words directly opposed his instruction of just months earlier.

The teacher agreed to a discipline option of retirement, but hundreds of North Webster residents rallied in support of the longtime educator. At a crowded and emotional meeting in December, the school board overruled the superintendent by voting to overturn the retirement.

"I felt like Daniel in the lion's den at that meeting," says Stock. "People were screaming, 'We never had racial problems till you came here!' And maybe there *wasn't* an awareness of race issues before these incidents."

Stock points out that, although he was disappointed by the reversal, the school board did discipline the teacher strongly, suspending her without pay from January 1 to March 15. The teacher had had little contact with persons of color, he adds. Other board directives - requiring that she attend a diversity workshop, participate in a teacher book discussion on related issues, and spend time with a Fort Wayne teacher whose classes included students of many races - were intended to help her broaden her perspective.

One board member, parent and truck driver Michael Kern, was less philosophical. He resigned before the meeting in protect of the vote he knew was coming. "I couldn't tolerate the compromise to greatly reduce the teacher's punishment," he says. "Mr. Stock made the right decision, and the board members were basically behind him. Then there got to be such a horrible outcry from the community that the other board members got cold feet."

Kern says that he has heard racist comments from relatives all his life and, in the past, has simply left the room without saying anything. But as a school board member, he says, "I had taken an oath of office to be responsible for the welfare of these kids. That told me you can't just walk away and ignore it like you did when you were a private citizen." Kern hoped that his resignation "would give the issue legs long enough for somebody to catch onto it." After resigning, he joined Rays of Hope.

Rev. Sarah Tuttle, who had already become a member of the organization, shudders as she recalls the packed December board meeting.

"It was like being trapped in the '50s," she says. "It was like a bad movie." Hoping to build a sense of unity, Tuttle threw herself into planning and publicizing the area's first prayer service to honor the Rev. Martin Luther King Jr. in January 1998. She involved Rays of Hope, the Minorities Issues Task Force, the Fort Wayne chapter of NAACP and area students.

As the multiracial crowd of nearly 100 lit candles and sang traditional civil rights songs in both English and Spanish, Tuttle felt the stirrings of hope. "There was a renewed sense of commitment to bringing people together."

The Students Take Charge

Person by person, it seemed, the awakening was spreading. After the second teacher incident, Jeff Van Drie began talking with his social studies classes about the racism that had surfaced in the community and about another long-ignored issue - poverty among White as well as minority residents. The lakeside Wawasee community included some multimillion-dollar homes, he pointed out, but some children came to school from shacks and substandard mobile homes. Many students seemed stunned to learn that some minority residents felt discriminated against or that anyone in the area lived in abject poverty.

Students in Van Drie's advanced placement American history course began asking what they could do about the problems. At nearby Manchester College, someone noted, a recent hateful E-mail sent to all minority students had prompted officials to publish a full-page ad in the local newspaper, detailing the college's commitment to tolerance and respect for all students. The idea gripped Wawasee junior Jaxon Swain. He went to the library that day and wrote the first draft of his own petition.

"The publicity regarding the teacher incidents and KKK rally had all been negative," he says. "This was a way to go public and be positive about it."

Jaxon wasn't alone. A group of interested students began meeting after school to make plans for a campaign. They solicited contributions for a newspaper ad from area businesses and service organizations. With Van Drie's help, they obtained permission from social studies and English teachers to explain the petition to every class in the school and request signature that would be published.

Although some students declined to sign the petition and a few teachers told Van Drie that it shouldn't be circulated in classrooms, about 750 of the school's 1,100 students signed it. Teachers also signed, but the student organizers decided to keep the petition a student initiative and publish only student names. With the money they had collected, the student organizers published the petition and names in the local paper just before graduation.

"We condemn all messages of hatred and racism that have surfaced in our school and community," the full-page petition began in bold type. The commitments listed on the page became the basis of Wawasee Cares.

Recognizing the need for an ongoing plan of actin in their towns, the students founded a service organization last spring, with Van Drie as their sponsor. They named the group the Amy Vanlaningham Society (AVS) in honor of a service-minded graduate of Wawasee High who went to Haiti as a volunteer student nurse in 1984 and was inexplicably murdered.

When AVS began planning Wawasee Cares over the summer, senior Glenn Strycker notes with a smile, "We brainstormed all the different things we could do. We all assumed we'd do one of them, but we ended up doing all of them."

At the administrative level, superintendent Mark Stock in early 1998 initiated a three-year plan for diversity training for teachers that includes first bringing in facilitators and eventually training local people to be facilitators. He also began seeking support in the community for the needs of minority families and families living in poverty. He went first to local religious leaders, then to the police chief, then business leaders. Those leaders agreed to set up a school/community diversity fund that would cover training expenses. Training would be available to them too.

In August, during a week of diversity training, Stock invited AVS members to plan an evening session for students. Seniors Ben Ashpole and Ryan Yoder organized a dialogue in which student leaders could share their concerns about community issues with adult leaders. They divided participants into small groups to discuss what they could do about racism in the community.

"Overall, there was an optimistic feeling," says Yoder.

The Campaign Continues

Months after the fall rally that kicked off Wawasee Cares, people still remember the words they heard that day. They recall how football and wrestling star Jaimie Salazar revealed a side of himself that few of his classmates knew as he read an original poem, "What Is Color?," and talked about discrimination his grandfather and father had experienced as migrant workers in Texas. They remember freshman Suzana Rodriquez' words about the frustration of being called a "wannabe" by some Hispanic peers because she studies hard.

Speaker Kristi Brandon, manager of the Wawasee Cares project, said that she, too, had been stereotyped - that she was not a self-confident intellectual but a shy person with low self-esteem "who long ago started forcing myself to do things I'm uncomfortable with so that I could overcome my fears." And no one can forget how superintendent Stock fought back tears as he shared his own experience of becoming a leader by breaking through his high school reputation as a "nameless, faceless person."

Efforts by the students, by superintendent Stock and Rev. Tuttle, by Jeff Van Drie, by Rays of Hope and the new task force have already elicited signs of change in the community. The diversity training has given some business leaders new ideas for helping the schools. For example, at last summer's training, radio station general manager Bill Dixon learned that Spanish-speaking parents could not understand the school-closing and delayed-opening announcements that his station broadcasts often during Indiana winters. This year he added a Spanish translation to every announcement. Despite complaints from some listeners and threats by major advertisers to pull ads, he never reconsidered his decision.

"It's in the interest of every member of our community that every child is in school," Dixon says. "Some kids were missing school because of communication problems. It's a problem we could solve, and we did."

Jeff Van Drie acknowledges that he has been discouraged many times in recent years by the slow pace of change. But, like everyone else, he feels buoyed by the Wawasee Cares campaign.

"I believe personally that the truth will set you free," he says, " and that's what's happening. These kids are being set free. They're standing with the truth, and the truth is giving them confidence."

Reprinted from *Teaching Tolerance Magazine*, Fall 1999, Number 16.

Lessons From The Tears Of A Child

I learned a lesson today. A life lesson. And it took the tears of a child. I'm the teacher. I learn from my students every day. But today's lesson was profound.

That you know the child's name is not important. He could have been any student - in any classroom. He is a child of color. Which race does not matter- African-American, Hispanic, Indian, Asian.

For weeks we had battled the racist acts directed at him by students in our school. As this week drew to a close, he and I sat down to discuss how it had been going for him.

He tries so hard to be tough, to fight back. He has a reputation as a fighter. But this day, the weeks, month, - yes, the lifetime - of racism seemed too large a burden to bear. His jaw quivered as he fought back the pain - but to no avail. Tears of release squeezed out the corners of his dark eyes and slid freely down his cheeks. He sobbed in my arms. I wept with him, feeling for once, the depth of his hurt. Pain brought by a difference he can't - he shouldn't want - to change. His tears washed away the film that had distorted my white perspective of the world.

Mine is a small rural - and mostly white - farming community. It has been too easy for me to close my eyes to the pain racism causes in children - in people. Yes, I'd seen the hurtful effects repeatedly - from a safe distance. But when my pain in viewing racism became too uncomfortable, I had the luxury of retreating. Pretending it didn't exist - especially not in our nice little community.

My student does not have the luxury of retreat. No release. Except the tears. And the hope of a better tomorrow.

Tomorrow. A place where tolerance - even celebration - of diversity exist. A place of peace.

His dream of tomorrow is my task for today.

Those tears must remind me every day that I can't turn my back. For me, it is no longer an option. I must fight this problem which so overwhelms this child - any child. I need to be so uncomfortable with the pain that I act out against it - regardless of how unpopular it may seem.

As Gandhi said, "If we are to reach real peace in the world, we shall have to begin with children."

For Me, it began with the tears of a child.

Cindy Reinitz

Park Elementary School

Reprinted from *Teaching Tolerance Magazine*.

Barnes & Noble and the Anti-Defamation League's
101 WAYS TO COMBAT PREJUDICE

In Your Home

1 Know your roots and share your pride in your heritage with others.

2 Celebrate holidays with extended family. Use such opportunities to encourage storytelling and share personal experiences across generations.

3 Invite friends from backgrounds different from your own to experience the joy of your traditions and customs.

4 Be mindful of your language; avoid stereotypical remarks and challenge those made by others.

5 Speak out against jokes and slurs that target people or groups. Silence sends a message that you are in agreement. It is not enough to refuse to laugh.

6 Be knowledgeable; provide as much accurate information as possible to reject harmful myths and stereotypes. Discuss as a family the impact of prejudicial attitudes and behavior.

7 Plan family outings to diverse neighborhoods in and around your community and visit local museums, galleries and exhibits that celebrate art forms of different cultures.

8 Visit important landmarks in your area associated with the struggle for human and civil rights such as museums, public libraries and historical sites.

9 Research your family tree and trace your family's involvement in the struggle for civil and human rights or the immigration experience. Identify personal heroes and positive role models

10 Read and encourage your children to read books that promote understanding of different cultures as well as those that are written by authors of diverse backgrounds.

In Your School

11 **Recite the A WORLD OF DIFFERENCE® Institute pledge, or a similar pledge against prejudice created by your student body, at a school-wide assembly**

I pledge from this day onward to do my best to interrupt prejudice and to stop those who, because of hate, would hurt, harass or violate the civil rights of anyone. I will try at all times to be aware of my own biases against people who are different from myself. I will ask questions about cultures, religions and races that I don't understand. I will speak out against anyone who mocks, seeks to intimidate or actually hurts someone of a different race, religion, ethnic group, or sexual orientation. I will reach out to support those who are targets of harassment. I will think about specific ways my school, other students and my community can promote respect for people and create a prejudice-free zone. I firmly believe that one person can make a difference and that no person can be an "innocent bystander" when it comes to opposing hate.

By signing this pledge, I recognize that respect for individual dignity, achieving equality and opposing anti-Semitism, racism, ethnic bigotry, homophobia, or any other form of hatred is a non-negotiable responsibility of all people.

My Signature

Witness Signature

Date

12 Display a poster-size version of the pledge in a prominent area of your school and encourage people to sign it

13 Establish a Diversity Club that serves as an umbrella organization to promote harmony and respect for differences. Reach out to sports teams, drama clubs and language clubs for ideas and involvement. If your school already has a Diversity Club, hold a membership drive.

14 Initiate classroom discussions of terms such as anti-Semitism, racism, sexism, homophobia and bias. Then compose a list of definitions and post it in a prominent place.

15 Invite a motivational speaker who is a recognized civil or human rights leader to address an all-school assembly. Videotape the speech and publish an interview with the speaker in the school and local newspapers.

16 Organize an essay contest whose theme is either a personal experience with prejudice or a success story in the fight against it. Suggest that the winning entries be published in your school newspaper, featured in your town newspaper, highlighted on a local cable program, or sent to the ADL office.

17 Create an anti-prejudice slogan for your school that could be printed as a bumper sticker and sold in the wider community to raise funds for these efforts.

18 Hold a "Rock Against Racism" or a concert, dance-a-thon, bike-a-thon, car wash or battle-of-the-bands and donate the proceeds from ticket sales to underwrite diversity training and other programs for the school

19 Form a student-faculty committee to write "Rules of Respect" for your school and display the finished set of rules in every classroom.

20 Invite your district attorney, police chief or a representative from the attorney general's office to speak to your school about civil rights, hate crimes and other legal aspects of the fight against prejudice.

21 Designate a wall space on or near school grounds where graffiti with a harmonious and unifying message can be written, drawn or painted.

22 Publish a newsletter specifically devoted to promoting respect for diversity and publicizing multicultural events. Try to have your local newspaper or community Internet Home Page do the same.

23 Encourage representation of all students on every school board, committee, group, publication and team.

24 Write an original song/chant/rap that celebrates your school's diversity, and perform it at school rallies and other events.

25 Create a flag or poster that symbolizes your school's ideal of diversity, and display it at games, assemblies and other school events.

26 Hold a T-shirt contest to come up with a logo or slogan like "I Don't Put Up With Put-Downs." The winning T-shirt design could be printed and sold at your school bookstore or in local shops, at community events or sports competitions.

27 Create a calendar with all the holidays and important civil rights dates represented in your school community.

28 Participate in a poster campaign such as ADL's "You Can't Turn Your Face Away From Hate" that encourages people to intervene when confronted with instances of prejudice.

29 Create an orientation program that addresses the needs of students of all backgrounds so that they feel welcome when joining the student body.

30 Initiate a pin drive in which students look for pins with positive slogans and tack them onto a designated bulletin board in the student lounge or other central gathering area.

31 Poll your teachers about their ethnic/cultural backgrounds and experiences and their experiences with prejudice. Ask each to write a short paragraph on the subject that can be compiled along with photos in a teacher "mug book."

32 Produce a "Proud Out Loud" video comprised of interviews with students and their grandparents about their ethnic heritage and why they are proud of it.

33 Host a Poetry Slam in which students read aloud original poems/raps that break down stereotypes and promote respect for diversity. Invite participants to present their work to PTA meetings, Chamber of Commerce events, and other community groups.

34 Research pro-diversity Web sites. Then build a Web page for your school and link it to others on the Internet.

35 Contact ADL about monitoring hate activities on the Internet

36 Create a student-run Speakers Bureau where students of different backgrounds speak about their heritage. Identify local community leaders, civil rights veterans, Holocaust survivors and others to partner with students in this effort.

37 Devise a skit contest with themes that promote diversity.

38 Turn a school assembly into a game show for students of all grades called "Cultural Pursuit." Ask teachers to develop questions covering every discipline and hold "culture bees" in their classrooms to determine assembly contestants.

39 Devote time in art classes to designing a Diversity Quilt with each patch representing a student's individual heritage. Have all classes combine their patchwork squares to form a school quilt for display in the community.

40 Organize a No-Ethnic-Humor Open-Mike Nite featuring stand-up comedy by students.

41 Meet with food services at your school to discuss the possibility of featuring ethnic cuisines on a regular basis. Consult with local restaurants and community groups to participate in the program

42 Request that a student-faculty committee establish an annual A WORLD OF DIFFERENCE® Institute Day when regular classes are suspended and community members and leaders are invited to speak on and explore diversity with students. Consult with ADL to plan this program

43 Construct a multimedia display that examines how today's media perpetuates stereotypes. Consider current films, television sitcoms, music and advertising campaigns, in addition to newspapers, magazines and books

44 Research peace negotiations going on around the world regarding ethnic or racial conflict. Then stage a Mock Summit in which students take on the roles of international leaders and try to resolve these crises

45 Look for examples of youth who have struggled to overcome oppression throughout history and create an original dramatic performance based on their experiences.

46 Sponsor a "Dance for Diversity" dance-a-thon and approach a local radio station about broadcasting live from your event. The station could also run student-written PSAs leading up to and following the event

47 Establish a school exchange that matches students from different schools to bring youth of differing backgrounds closer together.

48 Start an annual multicultural film festival at your school. Invite community groups and local theaters to be cosponsors.

49 Recreate the Ellis Island Immigration Station for a school-wide event. Involve teachers from all disciplines to create period costumes and scenery, and to prepare traditional foods. Issue passports to all students attending and lead "new immigrants" through the interview process

50 Collect samples of popular teen magazines and comic books from around the world. Ask your librarian to set aside a special corner for them in the periodical room.

51 Research children's books representing the experiences of different ethnic groups. Then initiate a reading program with a local bookstore or library that features these books

52 Survey local card and gift shops for product lines geared to diverse groups. Write to greeting card companies and local merchants to advocate for expanding the diversity of selections. Coordinate a contest to create a line of cards/note paper that promotes respect for diversity.

53 Approach the guidance office about hosting a career workshop led by professionals who can discuss diversity in their respective fields.

54 Ask your school to host an Internship Fair for groups such as ADL and other civic organizations that hire student interns.

55 Advocate for the production of school plays that are sensitive to multiculturalism and incorporate a variety of roles and perspectives representing a diverse cast, audience and story.

56 Ensure that musical selections of school bands and choruses are culturally diverse

57 Speak to each of your teachers about posting a list somewhere in the classroom of famous pioneers/leaders in their field with a special focus on diversity.

58 Collect famous speeches about civil rights. Put them together in a binder or in a video collection and make it available to your whole school community.

59 Research civil unrest in this country: from rebellions during slavery to Chicago in the 1960s to Los Angeles in the 1990s.

60 Survey the colleges in your area about diversity and affinity clubs at their schools. Invite a panel of representatives to speak to the senior class about "Prejudice on the College Campus: What To Look For - What To Do."

In Your Workplace

61 Make respect for diversity a core value in your company and articulate it as such in the company's handbook/employee manual

62 Provide ongoing awareness programs about the value of human diversity for all employees in the organization.

63 Take advantage of diversity consultants and training programs such as the A WORLD OF DIFFERENCE® Institute's A WORKPLACE OF DIFFERENCE™ to assist you with ongoing education

64 Incorporate diversity as a business goal. Secure a high degree of commitment from all employees.

65 Become aware and respectful of individual work styles.

66 Create an environment conducive to the exploration of diversity

67 Learn about co-workers' backgrounds and share your own. Ask questions that invite explanation and answer with the same.

68 Create a display area where employees can post notices of events and activities happening in their communities.

69 Publish and distribute to all staff a list of ethnic and/or religious holidays and the meaning of the customs associated with celebrating them.

70 Sponsor a lunchtime "brown-bag" series that features speakers on diversity topics.

71 Sponsor a mentoring program and reach out to students in local high schools and colleges.

72 Provide opportunities to attend local cultural events and exhibits.

73 Participate as a sponsor in community events that

In Your House of Worship

74 Urge your leaders to use the pulpit to condemn all forms of bigotry.

75 Encourage friends of other faiths to visit your religious services and share your religious knowledge with them.

76 Invite clergy representing religions different from your own to participate in services and deliver the sermon.

77 Host a tour for elected and appointed city/town officials to learn more about your religion and the programs and activities your religious community offers.

78 Ensure that all faiths are represented accurately in existing library materials and religious school curricula

79 Reach out to diverse religious communities to cosponsor festivals and holiday observances, such as ADL's Interfaith Seders, that highlight and celebrate our common humanity.

80 Be respectful of everyone who attends your religious services whether they are members of or visitors to your congregation.

81 Turn one bulletin board into a display space where newspaper/magazine clippings depicting current events related to anti-Semitism and other forms of religious persecution, or human rights violations, can be posted for all to read.

82 Organize an interfaith retreat for young people to increase understanding of each other's beliefs and build lasting friendships

83 Plan an interfaith youth group trip to the U.S. Holocaust Memorial Museum in Washington, DC. Raise funds to cover travel expenses with a community bake sale, car wash, service auction or

In Your Community

84 Establish a Human Rights Commission and a Community Watch Group in your city/town.

85 Organize a local multicultural committee that serves as an umbrella organization for groups which raise awareness about prejudice and provide support for cultural events, holiday programs or community efforts that promote intergroup harmony

86 Volunteer to serve on one of these organizations' committees and work to support their initiatives.

87 Petition government officials to issue a proclamation making your city/town a prejudice-free zone.

88 Plan a community-wide "Walk/Run Against Hate" in which sponsored participants would donate all monies pledged to an anti-bias or other human rights organization.

89 Become aware of your city/town's demographics and compare it to others around the state to better understand the diversity in your community.

90 Hold a city-wide Human Rights Day. Contact representatives of the Reebok Human Rights Board, Amnesty International, ADL and other human rights organizations to participate.

91 Build a community float that promotes understanding and respect for the diversity of your community and march in local and state parades. Contact parade officials to make sure that groups of all different backgrounds are invited to march.

92 Suggest to your local newspaper that it devote a corner of the editorial page each month to at least one opinion piece relating to anti-prejudice and pro-diversity themes

93 Meet with school and community librarians and local bookstores to discuss ways to highlight literature that is representative of all cultures

94 Compile a citizen's directory of the businesses and community organizations that exist to support diverse groups in the community.

95 Research your town/community's involvement in struggles for civil and human rights throughout history, e.g., abolition, the civil rights movement, etc., and create an exhibit for the local library/town hall.

96 Discuss alternative accessibility routes such as ramps, stairs and elevators in your community and invite speakers into your school and community groups to talk about such initiatives

97 Make sure your public facilities accommodate the needs of all residents.

98 Collect traditional family recipes from local residents for a Community Cookbook. Solicit ads to support the cost of reproducing and distributing the book as part of a welcome wagon program for new residents.

99 Organize a city-wide "Hoops for Harmony" basketball tournament with proceeds from ticket sales going to a local non-profit organization that promotes awareness of and respect for diversity.

100 Hold a "Paint-Out Day" to eliminate graffiti that promotes bigotry, culminating with a potluck supper.

101 Brainstorm 100 more ways to make your community a prejudice-free zone!

Bartholomew County
African-American School Curriculum

African American
Landmarks Committee

HISTORIC
LANDMARKS
FOUNDATION OF
INDIANA

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INTRODUCTION

The Bartholomew County African American School Curriculum is designed to be used collaboratively with **The Indiana Hoosier Heritage: People in Time and Place,** the text currently being used in the fourth-grade social studies curriculum in the Bartholomew County school system. In keeping with the goals of that textbook, this curriculum has been created "so that every child feels dignified as an active participant in an on-going story of people in time and place." The curriculum provides teachers with historical background about local African Americans and their role in Bartholomew County history and suggests classroom activities that will help present that history to students.

The curriculum also lends itself to building positive links between people in at least three ways: 1) by providing the teacher with historical background with which to build a proper framework for establishing positive images of African Americans in Bartholomew County; 2) by incorporating activities that represent various learning styles that encourage inclusiveness in the classroom; and 3) by incorporating games, stories, rhymes, and music that reflect the past while engaging today's children.

The curriculum is divided into three units of study:

Study Unit 1: African Americans in Bartholomew County: A Story of Migration and Movement

Study Unit 2: The Underground Railroad in Bartholomew County

Study Unit 3: Church, School and Home: Social and Cultural Change in the Bartholomew County African American Community

Each study unit includes historical background and activities related to the unit topic. Sample materials have been provided where appropriate (game instructions, recipes, and rhymes). A bibliography appears in each unit.

Educators are constantly in search of ways to make every student feel a part of American society—a diverse society with a multi-faceted culture and history. One goal of social studies instruction is to encourage students to feel that they are active participants in their society and culture. The inclusion of African American history in the Bartholomew County Schools can help build that foundation.

The history of African Americans is similar to other groups venturing into new surroundings. To exclude the fact that racism was a major factor in where and how African Americans survived would tell an incomplete story that was but half true. Because of the color of their skin, there were many attempts to drive out —in some cases even to destroy—African Americans. Nevertheless, these people persisted against many odds. They established themselves as important contributors to the development of Bartholomew County. They came with hope of raising families, acquiring land, educating their children and living free. They believed in the American dream.

It is hoped that the following materials, activities, and resources will aid teachers in enriching their ability to teach the complete story of Indiana and that of Bartholomew County, with the story of African Americans being a significant part of the whole.

Audrey Jefferson
Consultant to
Historic Landmarks Foundation of Indiana
November 1998

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AFRICAN AMERICANS IN INDIANA: AN OVERVIEW

BEFORE THE CIVIL WAR:
1721-1865

Slavery was legal in what was to become Indiana prior to and after the American Revolution. Slaves had lived in the region as early as the French settlement of Kaskaskia in the early 1700s. The first slaves who found themselves here came as the property of French slave-owners. Little changed in the lives of slaves here after the formation of the country, and later as pioneers began their westward migration. The Northwest Ordinance of 1787 did not allow slavery but neither did it free slaves already in bondage.

When free African Americans came here, they entered land in the public domain, established homesteads in the way of pioneer settlers throughout the state, and lived in associative settlements relatively unmolested by neighboring white settlers. Research from census manuscripts indicates that extended, two-parent families were the cultural norm among these early African American rural residents.

After territorial organization, the situation of African Americans did not improve dramatically. By an 1805 act of the Indiana territorial legislature, persons owning or purchasing slaves were still allowed to bring them into the Indiana Territory but were required to bind, or contract, them to service. If the slaves were over 15 years of age, the owner could make a contract with them for their service—sometimes called an indenture—for any terms of years suitable to the owner. This indenture was to be recorded with the clerk of the county in which they resided within 30 days after the arrival of the slave into the territory. If the slave refused the offered terms, the master could have him taken out of the territory within 60 days without losing his title. Slaves under the age of 15 were to be registered and required to serve until the age of 35 if they were males, 32 if females. Children born to the slaves after they were brought into the territory were to serve the master of the parent until they reached the age of 30 for males, or 28 for females.

It is somewhat difficult to trace the number of indentured slaves in the territory in the early years from available records. During the period in which the 1805 territorial law was in effect there were four counties in Indiana Territory: Clark, Dearborn, Harrison, and Knox. Knox County included present-day Bartholomew. Dearborn County did not have any slaves as of 1810; slaves registered between 1805 and 1810—33 in Clark and 44 in Knox—apparently were only a fraction of those held. The 1810 federal census shows 81 slaves in Clark County, 21 in Harrison, and 135 in Knox.

When Indiana became a state in 1816, its legislature decreed that "there shall be neither slavery nor involuntary servitude in this state, otherwise that for the punishment of crimes, whereof the party shall have been duly convicted. Nor shall any indenture of any Negro or mulatto hereafter made, and executed out of the bounds of this state be of any validity within the state." Indiana thereafter was regarded as a "free state," yet this did not mean that African Americans were welcomed with open arms. This attitude was best stated by the Indiana Constitution of 1851 which bluntly stated that "[n]o Negro or mulatto shall come into, or settle in the state after the adoption of this constitution."

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However harsh the laws of Indiana might have been throughout the decades of 1830s and 1840s, Indiana still was a part of the country where slavery was formally forbidden by law. Eventually small numbers of free and manumitted slaves found Indiana to be a safe haven. Manumitted slaves were those people in bondage who were freed by legal documents, such as wills, or by other means. In increasing numbers, free blacks settled in Indiana, aided in large measure by the Society of Friends, or Quakers, who also were moving into the state.

The 1850s were difficult times for African Americans throughout the state. The so-called Black Laws in Indiana restricted the liberties of free African American citizens here. These laws placed tremendous political, legal, educational and social restrictions on non-whites, creating an environment as racially segregated as in the Deep South. The Federal Fugitive Slave Act, amended by Congress in 1850, placed in jeopardy the lives of all free African Americans no matter where they lived in the United States.

To discourage the expansion of the state's non-white population, the adoption of the second Indiana Constitution, in 1851, contained a provision which prohibited Negroes or mulattos from entering or settling in Indiana. This ban stayed in effect for the next 20 years, long after the Civil War. Blacks who were residents prior to 1851 were required to register with the county clerk.

AFTER THE CIVIL WAR & INTO THE TWENTIETH CENTURY

1865-1997

Despite the racial negativity exhibited toward African Americans in nineteenth-century Indiana, many African American Hoosiers participated in their country's bloodiest conflict. During the Civil War, five African American men from Bartholomew County served with the Union Army. In fact, over 1,300 African Americans from Indiana wore the Union uniform between 1863 and 1865. All but 19 of the 92 counties which existed in Indiana in 1861 had one or more African American male residents who served in the Civil War.

Continued intolerance and the growth of an organized group dedicated to the destruction of non-whites—the Ku Klux Klan—impacted the lives of African Americans into the twentieth century. In the 1920s and 1930s Indiana—particularly southern Indiana—can be characterized as having an extremely intolerant racial climate. Jim Crow laws, designed to segregate the races in every conceivable way, were also firmly entrenched in the region. The Ku Klux Klan was extremely influential during this period in Indiana. During the 1920s its power has been said to have essentially controlled politics in the state of Indiana. Like much of the region, Bartholomew County was not yet a place where African Americans were inclined to stay or put down roots.

Educational opportunities were also limited for African Americans in early Indiana. Indiana law excluded African American children from attending any school supported by public funds until 1869. That year the Indiana Supreme Court permitted the establishment of separate schools for the races in Indiana communities where the population was large enough to make the plan feasible. However when this law became effective, the number of school age African American children was not yet sufficient to warrant a separate school in Bartholomew County.

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AFRICAN AMERICANS IN BARTHOLOMEW COUNTY:

A STORY OF MIGRATION AND MOVEMENT

STUDY UNIT 1

Bartholomew County was formed by a legislative act on February 12, 1821. Early attitudes about African Americans can be seen in the process of local community formation. For example, County Commissioners laid out lots for a town soon after the county was created, with the intention of naming it Tiptonia. Local historians relate that the new town's founder, John Tipton, selected the name in honor of his Negro servant. When word got out, and afraid the suggested town name might interfere with the sale of lots, the Commissioners quickly changed the name. A month later the emerging village was hastily named Columbus.

There is little dependable historic documentation about the lives of early African Americans in the county. A record from 1832 shows the county commissioners approved a claim of $12 to be paid out of public funds to support a pauper named Nancy, "a woman of color." The 1830 federal population census listed six free African Americans living in Bartholomew County. Ten years later the census identified a total of 40 African Americans. According to county records there were no slaves in Bartholomew County after its organization. How these early African Americans lived has slipped through the cracks of the historic record.

Although no records exist showing African Americans in Bartholomew County prior to 1830, the likelihood of their presence in the area is still debatable. The 1830 census listed six free African Americans living in the county. Migration was a way of life for many persons during this time in our history. Many factors dictated whether families settled or moved on. Land availability, employment opportunities, religious tolerance, and the ability to master the elements all determined if a family stayed at a particular location or migrated. For African Americans we must add racial intolerance as another major factor. Without support from the law, free African American families were constantly testing the waters of acceptance; where they were allowed to establish themselves free from harassment, they stayed on and got about the business of work and family.

We do know that some local white residents did not believe in involuntary servitude and that some of them assisted African Americans escaping from slave states. These people were participants in what became know as the Underground Railroad. That topic will be dealt with in Study Unit 2. By 1850 there were 107 free African Americans in Bartholomew County. Most of them lived in Columbus Township or in the town of Columbus itself. The majority lived in the south side of town that became known to by local whites as "Africa."

Following state law, the Bartholomew County Clerk established a "Register of Negroes and Mulattos" in 1853. This Negro register contains the names and personal data of 58 people who were required to register with the county clerk if they wanted to legally remain in the state. The birthplaces of most of the adults registered were in North and South Carolina or Virginia. About half of the registrants were children, the majority born in Indiana. Most of the families registered by the 1850 federal census reported that the occupations for the men were that of farmers, laborers, blacksmiths or wood sawyers.

In this period an "out-migration" occurred so that by 1860 only seven African Americans remained in Bartholomew County. Local historians have suggested two reasons for this relatively sudden decline in population: 1) a negative local environment for non-whites and; 2) better economic opportunities for African Americans that had gradually developed in nearby Indianapolis and other developing urban areas.

Continuing the downward population trend, by 1870 only 17 African Americans lived in the entire county. But a significant change took place in the African American community with the arrival of Elder George Claybrook, who was the organizer of the first major African American religious organization, the Second Baptist Church. Claybrook's story will be further explored in Study Unit 3.

As in African American communities in general, the development of a strong religious congregation seemed to bring the community back together. Perhaps this opened the way for the return of persons of African descent who had left during earlier decades, several of whom returned to Columbus in the 1880s.

Most of the families came back to Columbus to take advantage of the growing industrial employment that developed after the Civil War. Among the major local firms that grew in this period and provided industrial employment for local African Americans were: Cerealine, Gents Miller, the Money Tannery, and the American Starch Company. Local brick yards also sought laborers. Others found jobs as chefs and porters at the Bissell Hotel at Third and Franklin streets, and the St. Dents Hotel at Fifth and Washington streets.

By 1886 the Columbus City Directory listed 48 "colored" households in the city of Columbus, three in the town of Clifford, two at St. Louis Crossing, five at Taylorsville, and one at Edinburgh. By 1897 the number slowly climbed to 57 families, and by 1902 there were 87 families in residence in Columbus. The African American population in Columbus seemed to again waver in the early years of the twentieth century. The U. S. Census reveals that the 1890 population was 128, which grew to 224 by 1900, only to drop to 217 by 1910. In 1920, the numbers dropped to 172. By 1930 the population dropped again to the lowest of the past 40 years with only 146 African Americans in residence.

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STUDY UNIT 1 ACTIVITIES

OVERVIEW

The American Experience from the beginning has been one of movement and migration. Immigration to the New World, and later movement within the developing nation, often made life challenging for those who sought opportunity here. The African American story in Indiana and Bartholomew County was no different.

Study Unit 1 demonstrates why people moved from place to place. The concept of migration is introduced. Chapter Seven of **The Indiana Hoosier Heritage** explains the movement of groups of people in Indiana. The activities in Study Unit 1 reinforce those concepts.

Used in conjunction with **The Indiana Hoosier Heritage** text, students will gain insight about the African American migratory experience in general and its role in the historical settlement of Bartholomew County. Chapter Eleven of the same text can also provide further insight into this need to move, with its discussion of Hoosier industrial development. Despite opposition by some to African Americans settling in the state, the practical need for industrial labor provided them an integral role in the state's economic development. This study unit can develop greater understanding of why African Americans settled in the state and why they stayed in sometimes difficult circumstances.

The poem, "Migration," in Activity 1-1 can help students view migration as a positive experience, as a "new beginning" rather than change because of fear. Activity 1-2 allows children to graphically see where African Americans lived around the state. Activity 1-3 connects students with African American dietary practices that allowed for rapid family relocation. Activity 1-4 provides a simple first-person narrative showing one person's experiences as a slave.

1-1: The poem "Migration"

Students read the poem "Migration." Teacher and students then list the many reasons people migrate from place to place. Students should be instructed to use a dictionary and write down the definition of the word "migrate." Students answer questions about the poem.

1-2: Map of African American settlements in Indiana

The teacher points out to class the counties in Indiana where African Americans made settlements.

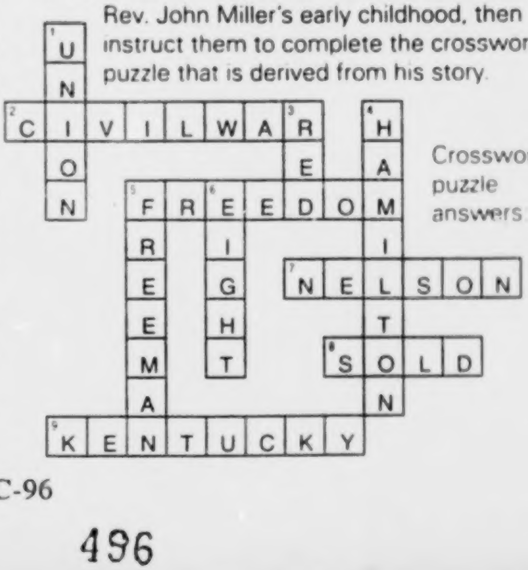
1-3: Food of the migration era: Sweet Potato Biscuits

Because of the constant movement of many families, their diet often was based on food that could be quickly and easily prepared for traveling. The Sweet Potato Biscuit recipe was quite common in the traditional African American world because the plant, native to the Americas, could be easily grown and was easy to transport. In the early years biscuits appeared on the table not only for breakfast, but lunch and dinner, as well.

The teacher should recruit assistants to help students prepare the biscuits. Math concepts of fractions can also be reinforced at this time. All measurements should be done by students with teacher assistance.

1-4: The Early Life of Rev. John Miller

Ask students to read the first-person account of Rev. John Miller's early childhood, then instruct them to complete the crossword puzzle that is derived from his story.



Crossword puzzle answers

THE UNDERGROUND RAILROAD IN BARTHOLOMEW COUNTY

STUDY UNIT 2

It has been suggested by some that the term "Underground Railroad" might be attributed to a Kentuckian who was chasing escaping slaves through Indiana. When he was unable to find further evidence of escapees, whose early trail had led to the home of Levi Coffin in Fountain City, the Kentuckian thought that there must be a tunnel extending north from that home into Canada, with a train to transport the escapees. Whatever the source, the name stuck and has remained the popular term for a network of people who helped slaves move from the southern states through the North and on to freedom in Canada.

The cooperative venture to free slaves known as the Underground Railroad was maintained by those most actively engaged in the anti-slavery cause in the slave states. Yet long before the cause of assisting people in bondage had a name, residents of the South and North—both black and white—aided runaways. Citizens who believed human bondage to be evil risked their lives and livelihood. In some southern states, the penalty for stealing a Negro was death. A heavy fine was placed on those who fed or harbored a runaway slave. In the North, the penalty for aiding in their escape was also severe. The law imposed both a fine and imprisonment on the offender. It was necessary that they exercise the greatest caution at all times, both for their own sake and the safety of the fugitives.

Many citizens who maintained the Underground Railroad were considered by their contemporaries to be men and women of irreproachable moral and Christian character. They became known as abolitionists. Although they were acting in violation of both law and tradition, they felt they were adhering first to the commands of God, and they recognized a higher law than that made by man. While most did not go South and persuade slaves to run, they instead assisted the fugitives after their escape.

Despite official status as a free state, the sympathies of many people in Indiana did not lie with the Underground Railroad, and many settlers were strongly against the abolitionists. In addition, some who disapproved of slavery itself opposed the methods of the abolitionists. This made the task of aiding runaways all the more dangerous. Free African Americans were also active in the work of the Underground Railroad; records show that several in Seymour, Indiana were active in the effort. The aiding of runaway slaves escaping from southern plantations was outlawed by Congress in 1850 by the Fugitive Slave Law.

The Underground Railroad spread north of the Ohio River from the southern slave states, and passed through Indiana, as well as other states. Those directly assisting escaping fugitives were known as "conductors" and their homes were called "stations." Persons making contributions of money or clothing were "stock holders." In time the stations were established along routes at distances of ten to 20 miles. The conductor's expenses for aiding runaways included food, clothing and often medicine.

The journeys were made at night. The runaways used back roads that were lightly traveled and took every precaution to evade pursuit. Everything was done in a secret manner. The whereabouts of a fugitive was known to as few as possible. Often slaves were concealed for days on the premises of a home, unknown to neighbors, visitors and even some members of the family.

The local Underground Railroad network was probably centered around the Azalia settlement that had been formally organized in 1827. This community was founded by a group of Quakers who located in the southern part of Bartholomew County. The community demonstrated a concern for the plight of African Americans, even in its early years, when committees were formed to look after "the concerns of the Africans." Although they faced grim consequences if discovered, these families aided numerous slaves in their escape by providing them with food, clothing, shelter and money. Information concerning the Quakers at Azalia has been documented by memoirs and letters written by family members.

STUDY UNIT 2

Bartholomew County stations that are known to us today were located in homes of two Quaker families, the Halls and the Thomases in Sand Creek Township. John Hall was a Quaker from North Carolina. He emigrated to Indiana on foot with his brother, Richard, when the Northwest Territory opened for settlement in 1802. Family history relates that he saw the evil of buying and selling humans during a brief stay in Natchez, Mississippi and was inspired to participate in saving those who were able to escape. John Thomas was a Quaker who moved to the county from Fountain City, the home of Levi Coffin. He came to live in Sand Creek Township when he married a local woman. His inspiration for saving escapees is unknown.

While at the Hall station the runaway slaves would be concealed in a secret room under the kitchen. Slaves arriving at both sanctuaries were usually exhausted from their trip, had typically been exposed to cold and rain and often had little clothing. Many of these fugitives crossed the Ohio River near Jeffersonville, Indiana, and first made their way to the Quaker community at Salem. They would then travel to Brownstown, forward to Azalia and eventually further north to the now famous Levi Coffin House in Fountain City, north of Richmond. Levi Coffin is now considered to have been the unofficial leader of the Underground Railroad in Indiana.

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STUDY UNIT 2 ACTIVITIES

OVERVIEW

The African American experience in Bartholomew County in the early period was one of drama and wrenching fear, yet the story of escaped slaves and those who assisted them can also demonstrate that some Americans were attempting to change the system of slavery and were even willing to break the law to save those able to escape bondage. Study Unit 2 is intended to be used in conjunction with **The Indiana Hoosier Heritage** text in Chapter Seven (lesson 3) that focuses on the story of the Underground Railroad in Indiana.

Activity 2-1 allows students to learn more about local Quakers and their anti-slavery activities from the perspective of a young person who witnessed it first-hand. Students are asked to role play in *Activity 2-2* to gain a more personal understanding of the role of Quakers in the Underground Railroad. A song from the period in *Activity 2-3* further enriches the student's understanding of the yearning for freedom that inspired and provided courage to African Americans in their quest for freedom. *Activity 2-4* underscores the ethical qualities that were inherent in the lives of those who opposed the enslavement of fellow human beings in the period.

Activity 2-1: Underground Railroad reading and questions

In this activity students read an account of runaway slaves who were hidden by the John Thomas family in Azalia. The story is told from the perspective of Luke Thomas, who was a boy at the time. Students should be encouraged to use critical thinking skills to answer questions following the reading.

Activity 2-2: Role playing and creative letter-writing exercises

Ask students to pretend they are young African Americans running away with their parents. Some slaves ran away after they learned to read and write, although teaching a slave to read and write was against the law. Many people risked their lives by teaching slaves to read and write. Quakers were one group that aided slaves on their journey to freedom. Ask students to write a letter to a Quaker family who helped their families escape to Canada. *(Note: there is no student handout for activity 2-2.)*

Activity 2-3: The song "Follow the Drinking Gourd"

Give students a handout of the song "Follow the Drinking Gourd." Explain that the expression "follow the drinking gourd" was a code for runaway slaves to follow the Big Dipper north. Music has been provided for classroom with access to a piano or keyboard.

Activity 2-4: Quaker commitment to anti-slavery beliefs

Students should be informed that Quakers not only aided slaves in escaping to freedom, but that many also boycotted sugar, cotton, tobacco, and other products made by slave labor, since they believed that using such products would show support for the practice of slavery. Other products would be substituted in place of those being boycotted. To illustrate the Quaker commitment, ask students to make a recipe using maple syrup, relied on in the period as a substitute for the cane sugar that was grown and processed by slaves in the South. This activity can provide insight into how strongly this group opposed slavery, and provoke a discussion of other non-violent means for protesting social injustice.

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CHURCH, SCHOOL AND HOME:

SOCIAL AND CULTURAL CHANGE IN THE BARTHOLOMEW COUNTY AFRICAN AMERICAN COMMUNITY

STUDY UNIT

3

Although always a minority in terms of numbers, local African Americans developed and maintained cultural and social institutions in Bartholomew County and have always been an active part of the local economy. Theirs is a story of people who came to the county with little more to offer than hard work, family values, and a strong religious faith, and who persisted in what were often difficult circumstances. African Americans also contributed to the county by being productive and law-abiding residents. While they brought little material wealth with them, they managed to build homes, establish churches and social organizations and eventually to own and operate a variety of businesses. It is in many ways a story that can be seen as a microcosm of the American experience, and also typical of the development of the African American community at large. By their very presence, they contributed a rich culture and provided some diversity in a county dominated by white society and culture.

Very little is known about the everyday lives of African Americans who settled in Bartholomew County in the early years. The 1830s federal census showed six free "persons of color" living here; ten years later the census identified a total of 40 African American residents. A large percentage of the free blacks who came to Indiana prior to 1860 were former residents of North Carolina, as were the Quakers who were sometimes responsible for their migration. Quakers often provided blacks the opportunity for schooling, and as has been seen in Study Unit 2, the Quaker settlements of Azalia and Sand Creek provided monetary support for local African American residents, as well as for those on their way to freedom in Canada.

Research indicates that extended, two-parent families were the cultural norm among black rural residents in the nineteenth century. African Americans who settled in Bartholomew County from the beginning participated economically by providing labor for unskilled jobs—both on the farm and in town. Some also worked for local farmers and themselves became farm-owners as they prospered in the county. Before the Civil War most African Americans found it difficult, at best, to secure skilled labor jobs. The occupations that were filled by African Americans were viewed as "colored positions" by whites.

As was discussed in earlier units, the African American population diminished drastically in the county in the later years of the nineteenth century but started to rebound slowly after the Civil War when they slowly returned to the county in search of industrial employment. Those who came often worked as laborers for Cerealine, Gents Miller, Mooney Tannery, American Starch and in the local brickyards. Others worked as cooks and porters in local restaurants and hotels. As was common in early America in general, some African American men worked as barbers; some women as laundresses and probably housekeepers and cooks in the more affluent households. Despite their small numbers, they provided significant and necessary labor for building the local economy.

At the turn of the century in Columbus a number of African Americans established businesses of their own—barber and beauty shops, shoe shine parlors and cafes. By the 1900s these entrepreneurs capitalized on the needs of the community by offering services to both whites and blacks. Yet several of these African American businesses provided services to a nearly exclusively white trade.

Even though the segregationist policies, both unofficial and official, now known generally as "Jim Crow laws," were practiced, it is interesting to note that African American businesses located in the heart of the Columbus business community on Washington and adjacent streets, instead of in "Little Africa," where most African Americans resided. But as was typical in the Jim Crow era, segregated restaurants and hotels were the norm both throughout the country and in Columbus, even though they might have been located near one another.

Other black establishments emerged during the early-twentieth century. They included the Annex Barber-Beauty Shop on Washington Street, catering exclusively to white customers, some from as far away as Greensboro, Nashville and North Vernon. The Little Harlem Bar at 302 Eighth Street opened in the 1940s, eventually changing its name to the Plantation Bar. After 1913, a shoe shine parlor was opened and operated by Wane Haley, who had earlier been in the business of operating a pool hall

Local historian Shrilly Haley's research provides a compelling sketch of local African American employment patterns from the 1920 City Directory: 85% of the women were employed as "domestics," 15% worked as cooks or launderers, 75% of men were simply listed as laborers, 25% were employed as barbers, chauffeurs, janitors or porters.

Like all parents, local African Americans sought educational opportunities for their children. State law restricted school funding for their youngsters until changes were enacted in 1869 when the Indiana General Assembly allowed separate schools in communities with enough African American school-age children to justify the expense. Local African American elementary-age children were segregated in one room of the old Central School. Local historians relate that the playground was segregated as well, with sections for white girls, white boys, and African American children. Classes for African American children in grades eight and above were held at the Columbus High School. The first male of African ancestry graduated from Columbus High School in 1901.

Central School was torn down in 1899 and a separate, all-African American elementary facility was created. Booker T. Washington School was a two-story, wooden structure that had been moved from elsewhere to the corner of Fourteenth and Union. The school became a symbol of pride and achievement in the local African American community until its closure in 1922; "colored" students finally joined their white peers the following year.

It is likely that the churches founded by local African Americans throughout the years have been the cultural organizations of greatest significance and with the widest impact on the daily lives and long-term vitality of the community. Segregated churches were the norm in Indiana in the post-Civil War years, except in a few isolated rural areas.

The first African American congregations in Bartholomew County settlements were probably of the Baptist faith. An African Methodist Episcopal Church (A.M.E.) can also be found in the 1841 roster maintained by the Indiana A.M.E. Church Conference. These churches, however, seemed to have been short-lived, possibly due to inconsistent and diminishing populations of African Americans in the nineteenth century.

In the late-nineteenth century this was to change with the establishment of the Second Baptist Church, the oldest African American organization still functioning in the Columbus community. The church officially was formed on April 14, 1879 by Elder George W. Claybrook. The original building was erected at Fifth and Lafayette streets. The church went through turbulent times as a result of a migratory community, and briefly folded.

The Second Baptist Church was re-established in 1882. Its pastor and organizer was the Reverend John R. Miller, an ex-slave. Reverend Miller had been a pastor and had organized and held revivals in surrounding counties. He had been sold as a young child and thereby separated from his parents. Reverend Miller was a highly instrumental force in this church body and in the community from 1882 until 1905.

During the turbulent early years of the congregation, many sites served as a place of worship: a livery barn, members' homes and places of business were utilized when available. The Second Baptist Church found its present and permanent location at the corner of Ninth and Reed in 1913. The building, originally a theater, was remodeled to meet the needs of the church. The church was used as a multi-purpose building, as it is still used today. In the nineteenth century and up into present, meetings were held, classes taught, and dinners served in the church. The church also served as a library and a newsstand.

During the decades of the 1920s and the 1930s the state of Indiana was controlled by the influences of the Ku Klux Klan. Some historians have written that the Klan actually controlled Indiana from the statehouse to the courthouses of many small communities. Despite this racial climate, African Americans continued to thrive and prosper in the state. One example of their determination to thrive was the Johnson-Bey family.

The Reubin Johnson-Bey family moved to Columbus from Shelbyville, Indiana. Reubin Johnson-Bey married Harriet Fraizer-Bey. It was Harriet's father who actually purchased the farm in 1929. Like many American families, the Johnson-Beys were farm people. The farm still produces crops. Portions of the farm are rented for farming and for raising cattle. The Johnson-Bey farm is located east of Columbus, near Hope, on County Road 700 East.

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The Johnson-Bey farm has not only been agriculturally productive but has served as the base for area Moorish Scientist Americans. "Bey" signifies Moorish identity, so the name of the Johnson-Bey family indicates its Moorish heritage. Moorish Americans believe their ancestors to be the Moors of northern Africa. They identify themselves as Asiatic rather than African Americans. Their religion embraces Islam and the teaching of Marcus Garvey. The Holy Days of these Moorish Americans are celebrated in the month of January. The Prophet's birthday, celebrated on January 8, is a day to honor past leaders and promote family values.

The social movements that swept the nation into and through the 1960s were also visible in Bartholomew County. Calls for equal opportunity persuaded civic and business leaders to initiate programs that attempted to address racism and sought to develop diversity and equality. When such efforts were met with negativity, organizations were established to address issues in an ongoing way. The Bartholomew County Human Rights Commission was one such organization, an agency established to ensure that all citizens were given equal access to employment, housing and education. The local chapter of the National Association for the Advancement of Colored People (N.A.A.C.P.) has similarly served to safeguard the right of African Americans in the community. In recent years a Mayor's Task Force has also been implemented to support efforts to make equal opportunity available to all.

Today the Bartholomew County community is a thriving and productive place for African Americans to live and raise their families. Many work for local industries in a broad range of capacities from production to managerial positions. Others work as doctors, lawyers, teachers, firemen, news reporters and the like. Some participate in local civic life by running for office or serving on community foundation boards, thereby playing a significant role in determining the future of the community as a whole. In every way African Americans today contribute to the vitality and success of the county.

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STUDY UNIT 3 ACTIVITIES

OVERVIEW

One of the ways we can instill positive values in our children and promote inter-group understanding is by sharing culture and history. Study Unit 3 is designed to be used with **The Indiana Hoosier Heritage,** Chapter Five (focusing on the founding and growth of the state) and Chapter Eight, lesson 2 (introducing students to the story of African Americans in Indiana, and the terms "legend" and "census"). Activity 3-1 develops concepts that can promote understanding of how different people contribute to a community. Activity 3-2 utilizes a traditional African game to allow children to relate with play activities from another time and place, and feel a personal connection to the lives of others in the past. Activity 3-3 utilizes food preparation as another way to connect culturally with African American traditions.

Activity 3-4 demonstrates how African Americans are still active participants in the economy of the county. Activity 3-5 provides students the opportunity to learn about African American inventors and how their inventions have became apart of our everyday lives. Activity 3-6 demonstrates the unifying and supportive role of the church in the African American community.

Activity 3-1: The African folk tale "Why Frog and Snake Never Play Together"

The African folktale is an extremely important part of African culture. Its purpose is to provide entertainment and to share wisdom. Ask students to read the African folk tale, "Why Frog and Snake Never Play Together." Discuss with children why the animals were told not to play together. Ask students to offer reasons why people are told not to play together. This can be a springboard for discussing how fear can separate people.

Activity 3-2: The African game "Wari"

Wari is a popular game in many regions of Africa. It is also called Mankala in parts of East Africa; Ayo, Wari or Oware in the west; and Ohoro in the southern part of Africa. All of these words mean "transferring" in various African languages. Wari is played by moving or transferring nuts, stones or beans, which are called hasa, from one cup to another until there are no more left to move. The winner is the one who has the most playing pieces at the end of the game.

Activity 3-3: Benne Candy

One of the ways African Americans shared their various cultural practices and traditions from Africa was by exchanging recipes. The knowledge of cooking techniques and recipes was brought by African people to America and shared amongst them as they learned to prepare foods native to this continent. Both men and women often worked as cooks in their communities.

Teacher should recruit assistants to help students prepare the candy.

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Activity 3-4: The role of African American businesses in community life

Students should be made aware of the historic locally owned and operated African American businesses in the county. There are also several contemporary African American-owned businesses in Columbus. Among them are Roddie's Janitorial Service, the Bar-be-que Train Restaurant, Palmer's State Farm Insurance and Computer World. These businesses are diverse in the services they render to the community and show that African Americans are now participating in economic life of the community at all levels.

Give students white paper and markers. After the teacher lists the variety of black businesses that operate today in Columbus and that operated in the past, ask students to create advertisements for the businesses utilizing examples from newspapers and magazines from the past and from their knowledge of the present.

Activity 3-5: How African American inventors changed America

Study Unit 3 discusses local economic contributions of African Americans. This activity allows the teacher to expand on that theme with a discussion of the many inventions of African Americans—the mailbox, for example—that are now a part of our daily lives. These innovative and useful items are additional examples of how African American actively participated in society.

Share with students the inventions of African Americans as described in the article "How Black Inventors Changed America." Ask students to create and design a mobile that graphically represents the range of inventions discovered and developed by African Americans.

Activity 3-6: The role of the church in African American life

Brainstorm with students the many ways churches help people in a community. The teacher may want to help develop the list by sharing stories of how churches provide Thanksgiving dinners or help people in need during natural disasters. The teacher may use an overhead projector or a chalkboard to write the list. Have students list ways the Second Baptist Church helped its community members. Review with students ways in which the Second Baptist Church helped the community. Post the list so students can make reference to it.

Pass out newsprint and markers. Ask students to draw images depicting ways in which the churches helped the local African American community. Connect the class pictures to create a mural. *(Note: there is no student handout for activity 3-6.)*

Birmingham Pledge

The Civil Rights Movement of the 1950s and '60s thrust Birmingham, Alabama into the national spotlight as a scene of bitter racial conflict. Photographs of Dr. King behind bars, of the bombed-out church, and of firehoses and police dogs set upon peaceful marchers remain icons of the period, indelibly linking Birmingham with hate.

For downtown merchants, the moral and political tensions presented an economic emergency, as well, when shoppers' fears left the city's commercial district a ghost town.

Some of the business leaders recognized the need to heal old wounds that recent events had opened. After years of working behind the scenes, and with the strong urging of Black leaders, the group "went public" in 1969 to establish the biracial Community Affairs Committee(CAC).

Now in its 30th year, the CAC, comprising business, civic, and religious leaders, introduced the "Birmingham Pledge" project at the city's annual Martin Luther King Unity Breakfast in 1998. Since then the Pledge (See next page) has gathered thousands of signatures in Birmingham, as well as across the U.S. and around the world.

President and Mrs. Clinton and numerous other dignitaries are among the signers. The participation of young people is especially critical in the effort to stamp out racial prejudice and discord. Pledge sponsors have been impressed with the commitment exhibited by students who choose to add their name.

By signing the Birmingham Pledge, keeping a copy for yourself and mailing the original to the CAC, you can join a national campaign.

CAC encourages teachers, students, parents, and others to make copies of the Pledge and distribute it whenever they deem appropriate. Signed Pledges returned to the CAC will appear in a registry at the Birmingham Civil Rights Institute.

If you have questions about the Birmingham Pledge or would like to sponsor your own Pledge drive, call (205) 324-8797 for more information.

Copied from the *Teaching Tolerance Magazine*, Number 15, Spring 1999.

ACTIVITY

A Place Called Birmingham

To enrich your Pledge initiative, have students read Dr. King's 1963 "Letter from Birmingham City Jail" (included in *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.;* $23.50, HarperCollins, [800] 242-7737). Prompt discussion with the following questions:

- **To whom is Dr. King writing the letter and why?**
- **What does he identify as the four steps of any nonviolent campaign?**
- **Why did the organizers of the Birmingham campaign choose the Easter season for their protest?**
- **What did Dr. King mean when he wrote that "there are two types of laws"?**
- **What personal disappointments does the letter describe?**
- **Identify the following individuals: Mr. Connor, Rev. Shuttlesworth, James Meredith.**
- **Whom does Dr. King consider the "real heroes" of the South?**
- **What challenges does the letter offer to young people today?**

the BIRMINGHAM PLEDGE

Sign It. Live It.

I believe that every person has worth as an individual.
I believe that every person is entitled to dignity and respect, regardless of race or color.
I believe that every thought and every act of racial prejudice is harmful;
if it is my thought or act, then it is harmful to me as well as to others.

Therefore, from this day forward I will strive daily to eliminate racial prejudice
from my thoughts and actions.
I will discourage racial prejudice by others at every opportunity.
I will treat all people with dignity and respect; and I will strive daily to honor this pledge,
knowing that the world will be a better place because of my effort.

SIGNATURE ______________________________

PLEASE PRINT NAME ______________________________

STREET ADDRESS ______________________________

CITY/ STATE ____________________ ZIP CODE __________

ORGANIZATION (OPTIONAL) ____________________ DATE __________

PLEASE COPY & RETURN THIS FORM TO:
Birmingham Pledge
P.O. Box 370242
Birmingham, AL 35237-0242

OR FAX IT TO:
205/324-8799

Bloomington Accessibility Screening Form

Name: ______________________ **Address:** ______________________

City, State: ______________________ **Zip:** __________ **Phone:** __________ **Date:** __________

Contact Person: ______________________ **Completed By:** ______________________ **Date:** __________

Descriptions of Housing

Type of housing	# of rooms
# of floors (with basement)	Location of laundry
Location and # of phones	# of persons living at address
Close friend or relative nearby?	Person who can help if needed?
Comments/Suggestions:	

Outside Entrance:

How many outside entrances?		# of steps for each entrance
Width of steps	Height of steps	Total elevation
Width of outside door		Width/depth of platform
Describe outside door (heavy, hard to open, type of doorknob, latch, etc.		
Door opens: out in From: right left		Door opens directly onto stairs? Yes No
Handrails (on left/right, both sides, sturdy, good gripping surface?)		
Location of garage		Automatic garage opener?
Driveway surface	Walkway surface	Ramp(s)
Comments/Suggestions:		

Slope of the route no greater than 1:20. Width of turns 36" min. for a 90 degree turn. Change in levels is ½" max. Exterior door should be 36". The door threshold should not exceed ½".

Stairway (Inside)

# of flights consumer must use	How many steps?
Width of steps	Height of steps
Quality of lighting on stairway	Door open directly onto stairs?
Railing (describe)	
Comments/Suggestions:	

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Kitchen

Approximate size			# of doors
Work heights: counters	Stove	Oven	Stove: Gas Electric Auto Pilot
Knob locations: Stove	Oven		Dishwasher knobs:
Location and # of electrical outlets:			
Floor surface			Lighting
Refrigerator: side by side top freezer bottom freezer			Fire extinguisher
Pullout cutting board			Cupboard handles
Sink height			Faucet types
Comments/Suggestions			Sketch of kitchen

Sinks maximum of 34" high, width with countertop is 30". Faucets should be lever type with pull water-flow. Cabinets with pull-out drawers; maximum height for shelf areas is 48". Reach requirements – front 48" max., min. 15", side 54" max., min.9". Clearance between opposing cabinets at least 40". 60" for U-shaped kitchens.

C-108

Bathroom(s)

# of bathrooms			Location(s)	
Approximate size			Door width	
Light switch location(s)			Night light	
Toilet:	Height	L/R approach	Grab bar (toilet)	
Location of toilet paper roll			Shower or tub	Type of faucet
Height of tub	Width	Tub ledge	Bath bench	Bath mat
Grab bar (tub)			Sink open underneath?	
Exposed sink pipes			Type of faucet (sink)	
Location of towel bars			Location of soap dish	
Location and type of medicine cabinet			Linen/cleaning supply storage	
Throw rugs			Electrical outlets	
Comments/Suggestions			Sketch of bathroom	

Living Room/Family Room

Accessible	Obstacles in path
Floor surface	Throw rugs
Lighting	# of outlets & locations
# of doors and widths	Approximate size
Description of most used chair (height, firmness, recliner, etc)	
Comments/Suggestions:	

Carpet max. pile is ½". Is lighting adequate; switches accessible; remote devices needed to aid in turning on and off? Electrical and phone outlets no higher than 15" from floor.

Dining Room

Accessible	Obstacles in path
Floor surface	Throw rugs
# of doors and widths	Approximate size
Lighting	# of outlets & locations
Height of table	
Comments/Suggestions:	

Safety and emergency exits

Describe route(s)
Comments/Suggestions

Bedroom

Accessible	Obstacles in path
Floor surface	Throw rugs
Lighting	# of outlets & locations
# of doors and widths	Approximate size
Bed accessible (one side, all three sides)	
Type of bed (hospital, waterbed, regular)	Size of bed
Dresser/chest accessible	Mirror accessible
Closet width	Type of door closure
Turning space available	
Comments/Suggestions	Sketch of bedroom

Recommendation: Include cost, contractor contacts, Evergreen/Housing Dept. contacts, other funding sources, etc.

HOUSING CHECKLIST

The following information is provided to allow a homeowner to evaluate their home and consider accessibility.

ACCESSIBLE ROUTE

Consider access to the house from public streets, sidewalk or parking area for loading and unloading passengers. Could someone in a wheelchair gain access (without difficulty) to the home from these areas? Items to consider:

1. Texture of the pavement of the access route. (should be textured)
2. Slope of the route. (no greater than 1:20)
3. Width for turns. (36" min for a 90 degree turn)
4. Change in levels (½" max.)
5. Protruding objects. (nothing more than a 4" protrusion from 27" to 80" from ground)
6. Stairs.

RAMPS

If a ramp is a needed consideration for access, the slope should be no more than 1:12. Landings should be 5'x 5' at all turns and entry points. Thresholds should not exceed ½". There should be side guards and handrails installed, and the surface of the ramp should be textured. Construction should be from material designed for exterior applications. The installation should be secured to avoid any movement and built to code requirements.

EXTERIOR ENTRANCE

The clear width of the entry way should be 36". The door threshold should not exceed ½". Door hardware should allow the door to be easily opened and closed. If there is a hallway on the interior side of the door 36" hallway width is recommended.

INTERIOR

Consider the interior for access, could someone in a wheelchair function inside the home? Consider the following items:

1. Interior door width, at least 32"
2. Electrical and phone outlets no longer than 15" from the floor
3. Maximum reach 54" (pending obstructions, could be 44")
4. Control mechanisms activate with no greater than 5 lbs of force
5. Floor covering should allow movement of a wheelchair (carpet max.½" pile)
6. Communications, within the structure and to the community.
7. Lighting, interior and exterior.
8. Hallways recommended 36" width.

9. Fire protection (a safe haven on each floor with a minimum of one hour fire rating)
10. Door knobs should be easy to grasp, preferred type is lever.

BATHROOM

Consider the use of the bathroom, could some in a wheelchair utilize the area.
Consider the following items:

1. The room should allow someone to enter, close the door and use the facilities
2. Water closet is 17"-19" in height.
3. Handrails properly positioned and installed.
4. Floor clearance to allow transfer from wheelchair to water closet.
5. Height and clearance for sink. Faucet operation and type.
6. Tub, accessible for transfer and use. Grab bars properly positioned/installed.
7. Controls and faucet are accessible and hand held showerhead with 60" hose installed.
8. Tub enclosures should not restrict transfer and not have tracks on the rim.
9. Shower stall will be accessible with a 36" depth minimum, with an approachable threshold.

KITCHEN

Consider the use of the kitchen:

1. Clearance between opposing cabinets, etc. is recommended at least 40", 60" for U-shape kitchens. Consider adjustable countertops/work stations. Also consider access to storage in cabinets.

2. Clear floor space of at least 30" by 48" to allow a front or a parallel approach for all appliances. Consider control accessible for use of the appliances. Appliances should be user friendly, refrigerators for example should have at least 50% of the freezer space below 54" from the floor. The best type would be a side-by-side unit.

3. Sinks should be mounted at a maximum of 34" high, width with countertop is 30". Faucets should be lever type with pull water-flow. Work station with countertop height that allows for wheelchair access. Cabinets with pull-out drawers; the maximum height for shelf areas is 48". The allowable reach requirements are as follows: front- 48" maximum, minimum 15", side- 54" maximum, minimum 9"

4. Lighting, do the areas of the house have adequate lighting for the interior and exterior? Are the switches easily accessible? Do table lambs need remote devises to aid in turning on and off?

5. Fire extinguisher locations. Are they located in areas of concern and are they large enough to handle an emergency? There should be at least two, with appropriate rating for their locations.

6. Access to laundry facilities, are they located for accessiblity and are the units front loading?

Bloomington Building & Site
Accessibility Evaluation Checklist

Notes on the use of this checklist:

This building and site accessibility checklist is not intended to be a substitute for accessibility guidelines published by the U.S. Dept. of Justice, U.S. Architectural and Transportation Barriers Compliance Board and other governmental agencies.

This form is intended to be used by persons knowledgeable and in possession of official accessibility guidelines. When used by such persons, this form is a convenient tool for identifying architectural and other barriers to handicap accessibility.

Compliance with the items of this checklist does not necessarily imply compliance with governmental regulations. Rev. 04/30/92

DATE OF EVALUATION: ________________ EVALUATOR: ______________________________

FACILITY NAME: ____

STREET ADDRESS: ____

CITY, STATE: ____ ZIP: ________________

CONTACT PERSON: ______________________________________ PHONE: ________________

NOTE: You will need a *tape measure* to conduct this evaluation. Please check *yes, no,* or *not applicable* below, and use the comment lines if necessary. To measure the *grade of a ramp,* determine the height (the difference between the highest and lowest points) in inches, then measure the length of the ramp. 1:12 means 12" of length for every inch of height; 1:20 means 20" of length for every inch of height.

I. PARKING	YES	NO	N/A
1. If parking is provided, is at least 1 per 25 spaces reserved for handicap parking?			
2. Are handicap spaces at least 96" wide?			
3. Is access aisle next to space at least 60" wide?			
4. Is slope of space and aisle no more than 1:50? (almost flat—3" rise across W, 5" rise along L)			
5. Is space marked by upright symbol?			
6. Is surface non-slip, firm, and stable?			
Comments:			

II. ACCESS ROUTE (to get to entrance, common areas, etc.)	YES	NO	N/A
1. Are all parts of facility connected by access routes?			
2. Minimum of 36" clear width except doors?			
3. At least a 60"x60" passing space every 200'?			
4. Minimum of 80" clear headroom?			

II. **ACCESS ROUTE** (to get to entrance, common areas, etc.)	YES	NO	N/A
5. Non-slip firm and stable surface?			
6. Slope (except ramps) does not exceed 1:20?			
7. Routes with steps no more than ½" high?			
8. Grates in direction of route no more than ½" wide?			
9. Route clear of overhangs at or below 27" high which reduce width of route to less than 36"?			
10. At least one accessible route from transportation stops, parking, street, &/or sidewalks?			
11. CUTAWAYS AND RAMPS:			
a. Located whenever access route crosses a curb, and where cars do not park?			
b. Slope does not exceed 1:12?			
c. Cutaways: at least 36" wide, excluding flared sides?			
d. Firm, stable, non-slip textured surface (scored or ribbed to indicate ramp to those with visual impairments)?			
e. Walls, railings, or curbs at least 2" high to prevent slipping off ramp?			
f. Cutaways: if no hand/guard rails, are there flared sides with a slope no more than 1:10?			
g. If there are hand/guard rails:			
i. Provided on both sides?			
ii. Diameter of gripping surface 1¼"-1½"?			
iii. If ramp rise is more than 6" and length is more than 6', are handrails between 30-34" high, and do they extend 1' beyond ends of ramp?			
iv. Are handrails solidly anchored?			
h. If at an intersection, is cutaway within and to the side of a marked crossing?			
i. Does cutaway provide flush, smooth transition with street level?			
j. RAMP LANDINGS: Where wheelchair turn is required, is landing at least 60" x 60" ?			
k. Is ramp at least 36" wide and rising no more than 30" between landings?			
COMMENTS:			

III. ENTRANCE & INTERIOR DOORS; ELEVATORS & STAIRS	YES	NO	N/A
1. Is at least one principle entrance located on an access route?			
2. Are access doors standard hinged, not revolving doors or turnstyles?			
3. Is the door at least 32" wide? (if double doors, one must comply)?			
4. Is door hardware no higher than 48" and push/pull or lever type (not round knobs)?			
5. Is max. opening force 8.5 lb. on exterior hinged doors (about like opening a refrigerator door); 5 lb. on interior hinged/sliding/folding doors?			
6. Are all thresholds no higher than ½" with beveled edge, and a slope no greater than 1:2?			
7. Is space between sets of entry doors less than 48" or greater than 72" (to prevent wheelchair user from becoming trapped between doors)?			
8. If exterior sliding door, are thresholds/bottom tracks no higher than 3/4"; hardware useable on both sides?			
9. Is sweep period of door closing at least 3 seconds?			
10. If there are ELEVATORS:			
a. Serving all levels not ramped?			
b. Are they automatic, self-leveling, with reopening devices?			
c. Floor at least 80"Wx51"D *if center door*, 68"Wx51"D *if side-opening door*?			
d. Outer call buttons centered no more than 42" from floor; lighted?			
e. Car controls no higher than 48", buttons at least 3/4" and marked with raised characters?			
f. Does door remain open at least 3 seconds?			
g. Both visual and audible floor indicators?			
h. If there are emergency info systems, are both visual and audible signals used?			
j. Is gap between car and landing 1¼" or less?			
i. Is threshold at stop ½" high or less?			
k. Are doors at least 36" wide?			
l. Is floor firm, stable, and non-slip?			
11. Are stair step heights uniform; step depths at least 11" and uniform?			
12. Are step overhangs curved & no greater than 1½"?			
13. Do handrails meet requirements (see II.11.g.)?			
Comments:			

IV. COMMON AREAS	YES	NO	N/A
1. Are door knobs to hazardous areas roughened; doors labeled in raised or routed letters?			
2. Are sufficient wheelchair seating spaces available (4 per 1st 100 capacity, 2 per 100 after that, approx.)?			
3. Are wheelchair locations adjacent to accessible route and (where possible) ramped to different levels, especially performing areas and "backstage"?			
4. **SEATING, TABLES, AND WORK AREAS:**			
a. SPACE IN FRONT: *If frontal approach*, 30"Wx30"D plus 19" under table; *if L-shaped approach*, 30"Wx36"D plus 19" under table?			
b. Tops of tables and work surfaces 28-34" from floor?			
c. Knee clearance at least 27" high, 30" wide, and 19" deep?			
d. Is there adequate space (32" minimum) for wheelchair passage between tables when people are seated at them?			
5. If warning systems are provided (such as fire alarms), are they both visual and audible? Do warning & emergency exit signs have raised or indented lettering?			
6. Are exhibits, signs, labels between 54-65" high, adequately lighted, high-contrast colors, and under non-glare glass?			
7. Is information about the site itself readily accessible: the availability of special and adaptive services (TTY, TDD, close-caption, sign interpreters etc.), other accessibility features, and emergency route information?			
8. Are performing areas visible from wheelchair locations?			
9. For large areas, is an amplification system available (such as Assistive Listening System: ALS)?			
10. Where any **PUBLIC TELEPHONES** are provided:			
a. Is at least one accessible per floor?			
b. Clear floor space on accessible route at least 48"Wx30"D in front of phone?			
c. Operable controls no higher than 48" *for front approach phone*, 54" *for parallel approach*			
d. Push button controls?			
e. Any provision for the hearing impaired?			
Comments:			

V. RESTROOMS AND DRINKING FOUNTAINS	YES	NO	N/A
1. It there are restrooms, is at least one per floor provided which is accessible, and marked for the disabled?			
2. Has entrance door at least a 32" clear opening, lever handle or push/pull, identified with the accessibility symbol?			
3. Is there unobstructed space to allow for a wheelchair?			
4. Are toilet stall doors at least 32" wide?			
5. In **STALLS,**			
a. 60"Wx59"D floor space *for floor-mounted toilet*, or 60"Wx56"D *for wall-hung toilet*?			
b. Front partition and at least one side partition provide toe clearance of at least 9" above the floor (n/a if stall deeper than 60")			
c. Grab bars are 33-36" high; located on back and side of stall; 1¼-1½" diameter; 1½" from wall; support 250 lb. force in any direction at any point; no sharp edges or protrusions?			
d. Toilet is 17"-19" high and located maximum of 18" from center of toilet to closest wall?			
6. Is wall-mounted urinal basin opening no more than 17" from floor; elongated rim; clear floor space 30"Wx48"D in front of urinals?			
7. Is toilet paper dispenser at least 19" above floor?			
8. Are **SINKS:**			
a. No higher than 34"?			
b. Insulated at the drain and hot water pipes?			
c. Clear at least 29"H below apron?			
d. Forward lip of sink extends from first underneath obstruction at least 8" -			
d. With 30"Wx48"D (depth measured from first obstruction under sink out to first obstruction in room) clear floor space in front?			
9. Do **FAUCETS** have:			
a. Controls no higher than 44" from floor?			
b. Controls which do not require tight gripping, pinching, or twisting of wrist?			
10. Where there are mirrors, are they at most 40" above floor?			
11. Do towel dispenser & disposal unit have operable parts at most 40" above floor?			

V. RESTROOMS AND DRINKING FOUNTAINS	**YES**	**NO**	**N/A**
12. If there are **DRINKING FOUNTAINS:**			
a. Are 50% on each floor accessible?			
b. If only one, is it on accessible route?			
c. Is the spout 36" above floor in front of unit; water flow at least 4" high and parallel to front of unit?			
d. Are controls operable with one hand, without grasping or twisting?			
e. *Wall mounted*: from bottom of apron to floor at least 27"; *built in*: at least 48"Wx30"D clear in front of fountain?			
Comments:			

VI. SPECIALIZED FACILITIES	**YES**	**NO**	**N/A**
1. PICNIC AREAS:			
a. Are picnic areas and shelters located on an accessible route; firm, level, stable, non-slip surface?			
b. Are tables at least 30" wide, with extended end at least 19" from table legs, & clearance height 29-34"?			
c. For accessible grills: cooking surface 30-36" high; on paved level textured surface at least 3' in all directions; fire at most 18" high; heat-resistant handles; horizontal reach at most 15"?			
d. Trash receptacles with rounded corners, free from sharp edges; no higher than 36"?			
2. BATHING FACILITIES AND SHOWERS (see UFAS* 4.23)			
3. STORAGE FACILITIES (see UFAS 4.25)			
4. WINDOWS(see UFAS 4.12)			
5. DWELLING UNITS (see UFAS 4.34)			
6. FOOD SERVICE FACILITIES (see UFAS 5.0)			
7. HEALTH CARE FACILITIES (see UFAS 6.0)			
8. LIBRARIES (see UFAS 8.0)			
9. MERCANTILE (see UFAS 7.0)			
*UFAS means Uniform Federal Accessibility Standards.			
Comments:			

• Prepared by the Public Facilities Task Group of the Community Council on Handicap Concerns, Bloomington, Indiana •
For more information or assistance in evaluating accessibility, call the Abilities Unlimited Access Hotline at 332-1620,
or call the City of Bloomington Human Resources Department at 331-6430.

City Lore

City Lore is a non-profit cultural organization dedicated to the documentation, presentation, and preservation of America's many cultural heritages. Educational services include in-school programs, instructional materials, an annual newsletter, a website, and staff development workshops. City Lore's *Culture Catalogue* links educators with the diverse resources and materials of folklore, oral history, and culture. Following is a partial listing of available educational materials; a complete listing can be found at www.carts.org.

United States History

Rethinking Columbus: The Next 500 Years

Bill Bigelow and Bob Peterson

Native Americans discovered Columbus when he landed unexpectedly on their shores in 1492. *Rethinking Columbus* describes the impact of the encounter on Native people and offers a different perspective on the role of Columbus in this nation's history. Includes lessons, essays, short stories, interviews and poetry to engage students in a critique of the ethnocentric versions of the encounter. This new expanded edition (almost double in size) of *Rethinking Columbus* offers many new thought-provoking articles and updated resources (including web sites) for further inquiry.

Teacher's Resource
All grades
192 pages
softcover $8

Home to Medicine Mountain

Chiori Santiago. Illustrated by Judith Lowry

"Benny Len stared out the window. He listened to the train's wheels singing a sad song, mile after mile, carrying him and Stanley away from home." Benny Len was illustrator Judith Lowry's father; one of many thousands of Native children taken to live in government-run boarding schools during the school year to unlearn their Indian ways. Train tickets home for the summer weren't provided, and one year, desperately homesick but with no way back to Susanville, the two boys undertook a daring journey by themselves. These "brave bear cubs" encounter many adventures on their journey, which finally culminates in the warm, surprised embrace of their family. Santiago and Lowry tell this true and exciting circa 1930s story with great affection. Valuable as children's literature, and for studies in Native American culture, American and Californian history.

Grades 3 – 6
32 pages
hardcover $15.95

Slavery & The Civil Rights Movement

Music and the Underground Railroad

Kim and Reggie Harris

This set is an important resource for studies in American and African-American history, bringing the Underground Railroad into living history with the powerful singing of Kim and Reggie Harris. Students will learn about the drivers, passengers, and station masters, free and enslaved, black and white, who worked together to defeat slavery in America. And they will learn some of the songs with hidden meanings that helped runaway slaves make the weary journey to freedom.

Grades K – 5 and
Grades 6 – 8
12 pages
book/cassette set
$19.95

If You Traveled the Underground Railroad

Ellen Levine

True life stories of escaped slaves inform this thoughtful account of the Underground Railroad. For young readers, its lively question-answer format, its focus on how the railroad worked, and its portrayal of resourceful and courageous "conductors" and "passengers," provide a good introduction to a remarkable period in our history.

Grades 2 – 4
64 pages
softcover $5.99

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African-American

Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation

Edited by Ira Berlin, Marc Favreau, and Steven F. Mille

Slavery was more than a cause of the Civil War. It was the primary experience of millions of Americans. This new, outstanding resource on slavery and freedom seeks to help you convey that same understanding to your students. The book contains moving oral histories recorded with former slaves in the 1930s and little-known photographs. Historian Ira Berlin's introductory essay on slavery provides a valuable context, and well-organized chapters facilitate quick access to material on power, work, family life, and more. Two 60-minute companion radio documentaries produced by the Smithsonian Institution use the actual voices of witnesses (never before widely released), as well as dramatic readings by well-known actors. Useful for student research in the upper grades, and as a teacher resource in all grades.

Grades 7 and up
352-page book,
2 60-min. cassettes,
62-page teacher's guide
boxed set $49.95

Oh, Freedom!: Kids Talk About the Civil Rights Movement with the People Who Made It Happen

Casey King and Linda Barrett Osborne, Foreword by Rosa Parks

Oh, Freedom! creates a community of voices — young and old, past and present — that vividly explore the feelings, experiences, and events of the Civil Rights era. Three cogent essays on life before segregation and on the movement itself provide historical context for over 30 accompanying oral histories. The interviews are brief and compelling; as much for the poignancy of the memories shared, as the interactions between the young interviewers and their elders (in many cases, family members). Students will draw much from this material to inform their writing and discussions. Timeline and bibliography attached.

Grades 3 – 8
144 pages
hardcover $18
softcover $10.99

Sweet Clara and the Freedom Quilt

Deborah Hopkinson. Illustrations by James Ransome

To eleven-year-old Clara, a slave and seamstress on the Home Plantation, the little bits of cloth left over from her sewing are far more than just scrap. In her resourceful hands they become a secret map to Canada and freedom, embedded in the pattern of a quilt. Deborah Hopkinson's story for young students captures the ugly realities of slavery while at the same time creating an inspiring portrayal of love and courage. Full-page color paintings visualize the story.

Grades 2 – 5
30 pages
softcover $6.99

Immigration & Migration

The Immigrant Songbook

Jerry Silverman

In the words and melodies of songs, immigrants from every land that has populated America express their fears, hopes, and longings. Together they chronicle the immigrant experience. Working with language specialists in over forty languages, Jerry Silverman makes this collection accessible to all of us. The words and music for songs from 43 countries are presented both in their original language and in a singable English translation.

eacher's Resource
All grades
417 pages
softcover $29.95

C-120

Three titles chronicle the early 20th century journey of African Americans from the South to the urban Northeast and Midwest.

From Field to Factory: Voices of the Great Migration

In this groundbreaking Smithsonian Institution program, four African Americans who journeyed north as young children describe the life they left in the South and the new lives they struggled to forge. Skillfully interweaving testimony with a spare narration and authentic music, this audio documentary chronicles a pivotal American event using the words of those who directly experienced its promises and terrors.

Grades 7 - College
20 pages
book/cass. set $12

The Great Migration: An American Story

Jacob Lawrence, with a poem by Walter Dean Myers

Internationally acclaimed artist Jacob Lawrence, who was a part of the Great Migration, chronicled his people's journey in a moving series of paintings which are reproduced in this book. The book ends with a poem by Walter Dean Myers, "Migration," which tells the same story in words. Use for lessons on art history, African American history, and the history of the Great Migration.

Grades 3 - 8
44 pages
hardcover $23.50

Up South: Stories, Studies, and Letters of This Century's African American Migration

Edited by Malaika Adero

Ms. Adero documents this "pivotal black experience" through historical letters and writing from ordinary folk and prominent African American scholars and writers, as well as through recent writing that looks back on family and community experiences. Historical photographs enrich the contributions of writers such as Carter Woodson, Zora Neale Hurston, James Weldon Johnson, Ralph Ellison, Richard Wright, Arna Bontemps, Mary McLeod Bethune, and W.E.B. Du Bois. A useful resource book for studies in American history; suitable for student research in the upper grades and as a teacher resource in all grades.

Grades 9 - College
238 pages
softcover $12.95

Ellis Island and the Peopling of America: The Official Guide

Virginia Yans-McLaughlin and Marjorie Lightman, with the Statue of Liberty-Ellis Island Foundation

The design of this book is as creative as its contents are instructive. It's the official guide to the exhibits at the Ellis Island Immigration Museum. It's also a first-rate resource on the history of world migration and, specifically, migration to the U.S. Expertly woven throughout are succinct essays and definitions of terms; timelines, maps, graphs, and illustrations; along with fascinating primary documents.

Grades 6 and up
214 pages
softcover $19.95

Going Back Home: An Artist Returns to the South

Michele Wood and Toyomi Igu

Grades 1 and up
32 pages
hardcover $15.95

Artist Michele Wood vividly recreates the world of her forebears — enslaved Africans who sharecropped in the South after freedom came. She works from scraps of family history and informed imagination, ably assisted by collaborator Toyomi Igus who puts her story into words. Half a century after Wood's family moved north to find a better life, she returned south to discover her heritage. Her journey recaptures another piece of African American history.

John Henry

Julius Lester. Illustrated by Jerry Pinkney

Newbery Honor author Julius Lester and Caldecott Honor artist Jerry Pinkney bring the African American folk hero John Henry to life with a powerful narrative and beautiful watercolors. They follow the hero who carried a rainbow on his shoulder wherever he went, from his birth to his final contest. This story of courage and the indomitability of the human spirit makes an excellent addition to lessons on American folk heroes, African American culture, and storytelling.

• A Caldecott Honor Book • American Folklore Society's Aesop Prize • BCCB Blue Ribbon Book • Boston Globel Horn Book Award • ALA Notable Book • Society of Illustrator's Gold Medal • Notable Children's Trade In the Field of Social Studies

"A triumph." — Publishers Weekly, starred review

Grades 1 – 4
35 pages
hardcover $16.99
softcover $6.99

Kids Explore America's African American Heritage

Westridge Young Writers Workshop

Part of the wonderful *Kids Explore* series written by students in the Westridge Young Writers Workshop, this book examines the history and culture of African Americans. It includes profiles of prominent leaders as well as interviews with ordinary people, descriptions of celebrations, foods, folktales, music, art, dance, and the student writers' own vision for a better tomorrow. A wonderful resource and a model for student research and writing.

Grades 4 – 9
115 pages
softcover $9.95

Catching the Fire: Philip Simmons, Blacksmith

Mary E. Lyons

Grades 3 – 6
45 pages
hardcover $16

Phillip Simmons moved from the Sea Islands to Charleston, SC, as a young boy. Walking home from school one day he discovered a blacksmith's forge and heard the music of the hammers. There and then began a life-long passion for blacksmithing, which, in 1982, earned him a prestigious National Heritage Award from the National Endowment for the Arts. For 70 years Simmons crafted lumps of metal into beautiful gates, fences, and railings for the city of Charleston. Mary Lyons' biography is engagingly written and beautifully illustrated with photos of Simmons' work. Young and older readers will enjoy this profile of a master African American craftsman and his contribution to America's cultural heritage.

BEST C

The People Could Fly: American Black Folktales

Virginia Hamilton

In this beautifully illustrated book, Virginia Hamilton retells 24 African American tales. Readers will meet many of the characters common in African American folklore: Brer Rabbit, John the trickster hero who outwits the slave master, and the Africans who escaped slavery by flying away and who gave the book its title. Animal tales, tall tales, tales of the supernatural, and slave tales of freedom are beautifully retold with valuable notes at the end of each. The stories can be read and enjoyed by both young and older students, and can also be read to younger children. Includes a bibliography.

Grades 2 – 8
178 pages
softcover $14.00

- **Coretta Scott King Award**
- **ALA Booklist Editors' Choice**
- **An SLJ Best Book of the Year**
- **A Horn Book Fanfare Honor Book**
- **A New York Times Best Illustrated Book**
- **An ALA Notable Children's Book**
- **A Notable Children's Trade Book In the Field of Social Studies**
- **An NCTE Teachers' Choice**

Kwanzaa: An Everyday Resource Guide

David A. Anderson/SANKOFA

Informative and authoritative, this is the right resource for teachers and parents who want to learn how to celebrate Kwanzaa. Written by an educator and storyteller, this guide is rich in activities, many of which build upon children's literature and contemporary music. Includes programs for children and young adults, activities and lesson plans, a bibliography, and more.

Teacher's Resource
All grades
60 pages
softcover $15

Talk That Talk: An Anthology Of African-American Storytelling

Linda Goss and Marian Barnes

Some of our best-known writers and storytellers talk that talk in this comprehensive collection of African American storytelling. History, contemporary life, morality, survival, humor, and love of family are among the inspirations for these tales. Oral histories, anecdotes, family stories, sermons, ghost stories, raps and rhymes are written in styles well-suited to classroom reading and presentation.

Grades 6 and up
521 pages
softcover $14.00

Asian-American

Asian Americans

Joann Faung Jean Lee

This powerful compilation of oral histories represents the experience of first to fourth generation Americans from China, the Philippines, Japan, India, the Pacific Islands, Vietnam and Cambodia. Journalist Joann Lee's brief introduction poses open-ended questions about Asian-ness in America. Subsequent chapters organize the succinct interviews into useful research categories. Valuable for student research in the upper grades and as a teacher resource for studies in immigration, history, intergroup relations, and Asian/American cultures.

Grades 7 – College
226 pages
softcover $11.95

Grandfather's Journey

Allen Say

Through compelling reminiscences of his grandfather's life in the United States and Japan, Allen Say presents a poignant account of his family's cross-cultural experience. He conveys his love for both countries and his strong desire to be in both places, a feeling his grandfather would have understood. Say's personal account of bridging two cultures speaks to the experiences of many immigrants, as well as to children who have moved and find themselves longing for the place they left behind despite their love for their present home.

Grades 1 – 4
32 pages
hardcover $16.95

In My Heart, I Am A Dancer

Chamroeumn Yin

Chamroeun Yin performs Cambodian court dance and teaches Cambodian dance in Philadelphia. In this lovely book for young readers, he describes how he learned to dance, the hardships he endured escaping from Cambodia, and how he has maintained many of the traditions of his homeland. Divided into sections, such as "I am a Cook," "I am a Gardener," and "I am a Son and Brother," this book encourages young readers to see that this man has many sides and that his decision to practice his art has brought both hardship and enormous personal satisfaction.

Grades K – 4
32 pages
softcover $12.95

Dia's Story Cloth: The Hmong People's Journey To Freedom

Dia Cha. Illustrated by Chue and Nhia thao Cha

Born in Laos, Dia Cha fled with her family to Thailand and then to the U.S. in 1975. Beautifully illustrated with a story cloth stitched by Cha's aunt and uncle, this book tells the story of the Hmong people's search for freedom which began long ago in China and continued as they were forced from their villages in the highlands of Laos after siding with the Americans during the Vietnam War. Although needlework has been part of Hmong culture for centuries, only in the last two decades has the story cloth emerged as a way to keep the stories and the history of their flight to freedom alive. This is a wonderful resource for a unit on Hmong culture, on recent immigration to the U.S, and as an example of narratives told through visual art. Includes 21 color plates, and a bibliography.

Grades 4 – 8
22 pages
hardcover $14.95

European-American

Growing Up As A Greek-American

Dr. John L. Kallas

Master storyteller Dr. John Kallas gives a warm, loving, and humorous portrait of immigrant life during the 1920s and 30s in this wonderful collection of stories from his own Greek-American family. His stories of the joys and trials of being an immigrant child in an American classroom will have special appeal to students. This is a wonderful resource to use for units on immigration, personal story telling, and Greek-Americans.

Grades 6 and up
124 pages
paperback $10

My Harvest Home: A Celebration of Polish Songs, Dances, Games, and Customs

Andrea Schafer. Illustrated by Peter Schafer

Teacher's Resource
All grades
76 pages
book/cassette or /CD $20.95

Here are the authors' favorite songs, dances, games, sayings, and customs from different regions of Poland — traditions that are very much alive in Polish-American homes today. The collection will enhance a social studies or a music and dance curriculum. Includes a historical and cultural overview of Poland and the Polish American community, a map, musical selections with Polish lyrics and English translations, recipes, and directions for folk art projects. All music selections are performed on the accompanying CD.

Growing Up in Coal Country

Susan Campbell Bartoletti

Grades 6 and up
127 pages
hardcover $16.95

Inspired by the mining experience of her husband's Italian American grandfather, the author has gathered remarkable stories and photos of men, women and children who lived and worked in the coal country of northeastern Pennsylvania in the late 1800s and early 1900s. It is a story of immigrants in search of a better life, of children working long hours, of families banding together to keep old world traditions alive, and of workers uniting to strike against unfair and unsafe labor practices. Includes bibliography.

Jewish-American

The Uninvited Guest

Nina Jaffe

Grades K – 12
72 pages
hardcover $16.95

Drawing on the rich folklore surrounding Jewish holidays, this book takes the reader through Rosh Hashanah, Yom Kippur, Sukkot, Hanukkah, Purim, Passover, and Shabbat, the Jewish Sabbath. Each tale is introduced with information about the holiday and its customs. The lyrical tales and beautiful illustrations by Elivia make this a wonderful introduction to Jewish holidays and storytelling for children of all ages.

A Real American Girl

Roslyn Bresnick Perry

Grades 2 and up
cassette $12

With a natural gift for storytelling, Roslyn Bresnick Perry recounts her memories of her village in Russia and her difficulty adjusting to American life as a young immigrant girl. She describes auditioning for the Thanksgiving pageant, convinced she would get the lead role until the entire classroom erupts into laughter at her foreign accent. Although rooted in the Jewish immigrant experience, her tales comprise a classic immigration story that will appeal to all children.

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While Standing on One Foot: Puzzle Stories and Wisdom Tales from the Jewish Tradition

Nina Jaffe and Steve Zeitlin

This collection of folk tales invites children to match wits with heroes and heroines. At a point in each tale, readers are asked to think about how they might have solved the protagonist's predicament. The stories tell a history of Jewish life with tales from Biblical times, Eastern Europe, the Lower East Side of New York, and Germany during the Holocaust.

Grades 2 – 8
120 pages
softcover $6.95

Because God Loves Stories: An Anthology of Jewish Storytelling

Steven Zeitlin

"Why were human being created?" goes an old Jewish saying. "Because God Loves Stories." From stories that re-create the lost world of the Eastern European Jewish shtetl to Ladino-inflected pieces from Sephardic Jews, from ancient folktales and classics re-imagined to contemporary family stories, parables, and humor, this rich volume recounts the Jewish-American experience in story.

Grades 8 and up
304 pages
softcover $13

Native-American

The Dancing Fox: Arctic Folktales

John Bierhorst. Illustrated by Mary K. Okheena

The harsh yet beautiful environment of the American Arctic is home to one of the world's most distinctive cultures, with a rich storytelling tradition all its own. In the Inuit communities of Alaska, Canada, and Greenland, the old stories are treasured for their powerful images of Arctic life, for their humor, magic, and startling realism. This collection of 18 stories, carefully edited by John Bierhorst, includes the tricksters, heroes, strong women, and friendly giants that give Inuit stories their special flavor. The tales are complemented by illustrations created especially for this book by Inuit artist Mary K. Okheena.

Grades 2 – 8
142 pages
hardcover $15

Arctic Memories

Normee Ekoomiak

Normee Ekoomiak, an Inuit artist from Quebec, Canada, has drawn on his own childhood to produce a beautifully illustrated children's book, written in both English and Inuit. He writes about the owl spirit, ice fishing, building an igloo, and the blanket-toss game. He tells how his ancestors trapped the woolly mammoth, and how the ice breaks up on James Bay in the springtime. The illustrations and bilingual text by a Native author convey to both young and older readers what it is like to grow up Inuit.

- **National Council of Teachers of English Orbis Pictus Honor Book**
- **National Council of Teachers of English Notable Children's Book In the Language Arts**
- **National Council of Social Studies-Children's Book Council — Notable Children's Trade Book In the Field of Social Studies**

Grades 3 – 6
28 pages
hardcover $15.95
softcover $5.95

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Keepers Of The Earth

Joseph Bruchac and Michael Caduto

Native American storyteller Joseph Bruchac and environmental educator Michael Caduto have created a unique book which combines environmental and natural history activities. Each chapter opens with a story and includes carefully laid-out activities integrated into holistic, interdisciplinary lessons that use folk arts, reading, writing, science and math to understand Native peoples, their philosophy, folklore and relationship to the earth.

Grades K – 8
235 pages
hardcover $22.95
softcover $19.95
teacher's guide $9.95
cassette $16.95

A Cry From The Earth: Music Of The North American Indians

John Bierhorst

This lively book provides an overview of American Indian music and dance with discussions of Native musical instruments, the structure of the music and the uses of music in Indian life. Includes photographs, music and instrument notation, dance steps, notes on pronunciation, suggestions for further listening, bibliography, index.

• An American Library Association Notable Book

"Thoughtfully and rigorously compiled...Includes 30 Indian songs representing every musical style."
— Kirkus Reviews, starred review

Grades 5 – 12
113 pages
softcover $15.95
cassette $10.95

More Than Moccasins: A Kid's Activity Guide To Traditional North American Indian Life

Laurie Carlson

The hands-on activities in this clearly written guide teach about daily life among diverse Native peoples and offer opportunities for integrating language arts, math, science, and arts curriculum objectives. The emphasis is on historical rather than contemporary Native life, covering traditional games, clothing, utensils, weapons, crafts, architecture, musical instruments, toys, foods, and writing. Entries include a list of supplies and simple, illustrated instructions for making and using the object.

Grades K – 5
190 pages
softcover $12.95

Moving Within The Circle: Contemporary Native American Music and Dance

Bryan Burton

The beauty and vitality of contemporary Native music is evident in this collection of songs, dances, and flute melodies from many North American tribes. Respected author Bryan Burton (of Native and European descent) traveled throughout the country recording and photographing people who are actively using these songs and dances in their communities today. The clear instructions on the dances and on how to make musical instruments make this an invaluable resource for the classroom teacher who wants to introduce students to contemporary Native American culture and art. Includes a discography, bibliography, and list of videos, as well as a listing of cultural centers, artisans, and supply shops. Ask about rates for accompanying slide set.

Grades 3 – 12
167 pages
book/cassette or CD Set $29.95

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The Boy Who Lived With The Bears And Other Iroquois Stories

Joseph Bruchac. Illustrated by Murv Jacob

Gathered here are six Iroquois stories that have been passed down by generations of storytellers. The stories take place "long ago in the days when animals could talk." Students will meet, among others, a vain Buzzard who flies to the Creator to bring back clothes for all the birds, a boy who loses his family and finds a home with a family of bears, and a rabbit who outsmarts a fox. Two Native American artists, storyteller Joseph Bruchac and illustrator Murv Jacob, bring these stories to life.

Grades 1 - 8
63 pages
hardcover $15.95

The Native American Look Book

Missy Sullivan, Deborah Schwartz, Dawn Weiss, and Barbara Zaffran

Kwakiutl whale masks, Zuni water jars, and Pomo baskets bring native cultures — past and present — to life. Written by four educators, this beautiful book encourages an appreciation of traditional and contemporary Native American art through a close examination of these three objects. Teachers will also find useful the directions for student activities such as weaving a basket and making a coil pot, and "Exploring Museums on Your Own." Includes a bibliography.

Grades 2 - 6
48 pages
hardcover $15.95

Latino-American

A Piece of My Heart/Pedacito de mi Corazón: The Art of Carmen Lomas Garza

Carmen Lomas Garza

Carmen Lomas Garza's wonderful paintings capture the beauty and texture of daily life among families, friends, and neighbors in southern Texas. Her work depicts both cherished traditions and harsh struggles of Chicano people in this country. *A Piece of My Heart* presents thirty-seven examples of the artist's finest work, twenty-four in full color, from portraits of faith healings and tamale-making parties, children gazing at the moon, her grandfather cutting cactus, and boys break dancing. Teachers will find much to use here, as a view of the daily life and struggles of Chicano people in the United States, and as an inspiration to students to examine and depict everyday life in their own communities. Lomas Garza's artwork will appeal to students of all ages, and the text is appropriate for high school and above.

HS - College
62 pages
softcover $12.95

Family Pictures/Cuadros De Familia

Carmen Lomas Garza

For younger children, Carmen Lomas Garza's autobiographical story illustrated with her marvelous paintings of everyday life in a Chicano community in Southern Texas is a wonderful introduction to the artist's work. The story focuses on Carmen's dream of becoming an artist and portrays the strength of a close, loving family and a cohesive community. The richly detailed illustrations show how the artist drew on her memories of family and community as inspiration for her work, and should inspire young artists to do the same.

Grades 3 - 6
32 pages
softcover $6.95

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Calling the Doves/El Canto de las Palomas

Juan Felipe Herrera. Illustrated by Elly Simmons

Grades 1 – 5
32 pages
hardcover $14.95

"'You were born on the road, like your father.' My mother would tell me this when we had to move on to another labor camp. My mother Lucha, my father Felipe, and me." So begins Juan Felipe Herrera's reminiscence of his childhood. Migrants from Chihuahua, Mexico, his parents picked fruits and vegetables from California fields and wrapped their young son in poetry, family history, and song. The little boy grew up to be a noted poet. He writes about his family from a child's birds-eye-view that doesn't hide from hard facts, yet feels utterly truthful and lovely. The pictures sparkle with the same zest for life that imbues the words. Bi-lingual text in Spanish and English.

Voices from the Fields: Farmworkers Tell Their Stories

Beth Atkin

Grades 5 – 12
96 pages
hardcover $17.95

These eloquent voices leap from the page. Young people enrolled in California's Yo Puedo migrant program speak about all the things of importance to them: separation from their parents, school, hard work, gang life, love for their families, learning English, their hopes for the future, and more. This unique book of photos, poems, and oral histories of Mexican-American children and teens has won many awards. Poems are in both English and Spanish.

> **• A *Booklist* Editor's Choice • An ALA Best Book for Young Adults • A *Hungry Mind Review* Book of Distinction**
>
> **"This book reminds us of the tremendous obstacles facing many of America's children — and of the remarkable power of children to triumph over their circumstances."**
> **— Marian Wright Edelman, author of *The Measure of Our Success***

Kids Explore America's Hispanic Heritage

Westridge Young Writers Workshop

Grades 4 — 9
100 pages
paperback $9.95

Written and researched by students in the Westridge Young Writers Workshop in Denver, Colorado, the *Kids Explore* series looks at the ethnic heritages of Americans. A unique feature of these books is that the writers and researchers are children who write about their subjects in a straight forward, kid-friendly style. The book provides a well balanced presentation of Hispanic America, with a strong emphasis on Mexican Americans. It includes material on historical events, festivals, food, stories, and profiles of famous people.

Fiesta USA

George Ancona

Grades 1 – 6
42 pages
hardcover $15.99

Award-winning author and photographer George Ancona vibrantly depicts four holidays among Latinos in the United States: The Day of the Dead in San Francisco; Las Posadas and Los Matachines in New Mexico; and Three Kings' Day in New York City. Children are the highlight, whether dancing centuries-old folk dances or dressing up for a candlelight procession. Readers learn about the origin and contemporary celebration of the holidays. Commonalities among Latino communities in the US, and the power of celebration to unite communities in general, is an important theme of this work.

With His Pistol In His Hand

Américo Paredes

This classic work in Mexican American folklore tells the story of Gregorio Cortez Lira, a ranchero who killed a Texas sheriff in a shootout in 1901. His chase, capture and imprisonment became legendary, and this book chronicles the tales and many variations of the ballad written about him, *El Corrido de Gregorio Cortez*. Deftly woven into the story is a portrait of the border country and its history.

Grades 9 – College
262 pages
softcover $12

Anthony Reynoso: Born to Rope

Martha Cooper and Ginger Gordon

Anthony Reynoso rides Mexican Rodeo style with his father and grandfather near Phoenix, Arizona. He's a nine-year-old trick roper and rodeo performer in the *charro* (Mexican cowboy) tradition, and an incredibly engaging young boy. Stunning full-color photographs, clean first-person narrative, and cultural insight characterize this new work by the Cooper/Gordon team. *Born to Rope* touchingly portrays how family tradition and cultural heritage is passed from one generation to the next.

Grades 1 – 5
32 pages
hardcover $14.95

Mexico

Arts and Crafts of Mexico

Chloe Sayer

The astounding beauty and variety of arts and crafts in contemporary Mexico shine from the more than 150 color plates included in this valuable source book and make clear that crafts in Mexico "are a living tradition, not a nostalgic evocation of a vanished past." Suitable for advanced readers and a wonderful teaching resource, the text describes such crafts as Oaxacan wood carvings, Day of the Dead dolls, children's toys and masks, and hand-painted plastic wrestling figures. Includes a directory of Indian language groups, a glossary, and a bibliography.

Teacher's Resource
All grades
160 pages
softcover $22.95

Piñatas & Smiling Skeletons: Celebrating Mexican Festivals

Zoe Harris and Suzanne Williams

Mexicans say, "somos muy festegeros," (we like a good celebration), and this book is filled with the foods, songs, stories, crafts, and customs that accompany many of Mexico's festivals: the Festival of Guadalupe, Christmas, Three Kings Day, Carnaval, birthdays, Corpus Christi, Independence Day, and the Day of the Dead. Students will discover how contemporary Mexican festivals blend the cultures of her ancient people and of Spain. Spanish words and phrases are interlaced throughout the text. Includes a glossary of Spanish terms and a map of Mexico.

Grades 2 – 8
48 pages
hardcover $19.95

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Los Mariachis! An Introduction To Mexican Mariachi Music

Patricia W. Harpole and Mark Fogelquist

If you are studying Mexico, you will want to introduce your students to Mexico's most popular form of traditional music — *mariachi.* The recording includes examples of *son*, polka, waltz and bolero tunes and songs. The teacher's guide provides an overview of *mariachi* music, with an in-depth examination of one piece of music. It also includes study questions, musical transcriptions, bibliography, discography, and Spanish language supplement. Ideal for studying world music or Mexican culture.

Teacher's Resource
Grades 4 and up
book/cassette
or /CD $16.95

Pablo Remembers The Day Of The Dead

George Ancona

This lovely book, available in English or Spanish, follows Pablo as his family commemorates his grandmother who died a few years earlier. The narrative follows the family as they shop for the celebration in the market, create an altar in their home, and gather for the Day of the Dead Festival. The photographs are beautiful and the text, suitable for young readers, is simple yet intelligent.

Grades 1 – 5
46 pages
hardcover $16.00
English or Spanish

The Piñata Maker/El Piñatero

George Ancona

Award-winning author and photographer George Ancona reveals a day in the life of master piñata maker Don Ricardo, or "Tio Rico," as the children of his Mexican village call him. Text and photos reveal the traditional steps involved in making piñatas and the great fun children have in putting them to use. Readers learn about the craft of piñata making and about the significance of this tradition and its practitioners to community celebrations. Bilingual English/Spanish.

Grades 1 – 6
36 pages
hardcover $17.00
softcover $8.95

Caribbean

Crossroads: A Teacher's Guide to the Folk Arts of Haiti

Lois Wilcken

City Lore's ethnomusicologist, Lois Wilcken, tries to clear the cobwebs of misconception that surround a truly fascinating folk culture. A brisk jaunt through history introduces the reader to the Taïno people who greeted Columbus, African laborers who created the world's first black republic, and contemporary Haitians and their children who call New York City home. Such traditional forms of expression as storytelling, song and dance, sculpture, proverbs, and cuisine enliven these pages. Includes classroom activities and details a wide selection of books, recordings, and Internet resources.

Teacher's Resource
All Grades
100 pages
paperback $10

AVAILABLE

Puerto Rico

Deborah Menkart and Catherine A. Sunshine , eds.

This book contains readings and lesson plans on Puerto Rican history, folklore, and culture. Includes sections on *bomba* and *plena* music and dance, the traditions of cigar workers, women in the garment industry, and the relationship between Puerto Rico and the U.S.

Grades 7 and up
108 pages
softcover $12

Jamaica

Catherine A. Sunshine and Deborah Menkart, eds.

Beginning with a brief history of Jamaica, this volume includes Anansi and Brer Rabbit stories, personal narratives and interviews, music from rasta to reggae, poetry, and women's theater. Includes ideas for teaching and research, and a bibliography.

Grades 7 and up
106 pages
softcover $12

Moving North

Catherine A. Sunshine and Keith Q. Warner, eds.

Migration from the Caribbean is reshaping the cultural landscape of many American communities. Moving North explores this process through fiction, poetry, personal narratives and interviews by women and men of Caribbean background living in the United States. Tracing their roots to Puerto Rico, the English-speaking West Indies, the Dominican Republic, Cuba, and Haiti, the writers in *Moving North* bring to life the migration experience and the contributions of Caribbean people to U.S. society today. Includes teaching ideas, maps, a research guide, and a bibliography.

Grades 9 and up
237 pages
softcover $18

Feliz Nochebuena/Feliz Navidad: Christmas Feasts of the Hispanic Caribbean

Maricel E. Presilla

Maricel Presilla takes us on a beautifully illustrated personal journey through Christmas in the Spanish-speaking islands of the Caribbean. Recipes are interwoven with memories of holidays spent at the Cuban farm of her Aunt Carolina and Uncle Oscar and her visits to other islands. She tells of the people from around the world who contributed ingredients and recipes to the distinctive cuisines of the Caribbean. Includes glossary and bibliography.

Grades 4 – 8
30 pages
softcover $6.95

Asia

My Freedom Trip: A Child's Escape from North Korea

Frances Park and Ginger Park. Illustrated by Debra Reid Jenkins

In this story of courage and faith, a young Korean girl escapes from North to South Korea to join her father. Her mother stays behind. Throughout the long ordeal Soo is buoyed by the words of her mother, "Be brave, Soo." In spare and elegant prose, the authors have told a story based on their own mother's "freedom trip."

Grades 2 – 5
32 pages
hardcover $15

Favorite Songs of Japanese Children

Hanako Fukada

This little book contains the music and words in Japanese and English to 15 Japanese children's game songs and illustrated directions for the dances or games associated with the songs. Ms. Fukada provides traditional songs from several provinces of Japan, "school songs" composed for children by an English music teacher using a Western scale, and other songs composed for children that are sung throughout Japan.

Teacher's Resource
Grades K – 5
25 pages
book/cassette set
$16.00

A Celebration of India: A Curriculum Guide

Jennifer Homans

Padma and Deepak, a brother and sister from Calcutta, are the hosts for a journey to contemporary India within the pages of this curriculum guide. Its well-organized chapters introduce us to Indian history, culture, geography, and folklore — and serve as a reference work, and special activity guide. The guide was written for the National Dance Institute's year-long residency on Indian dance, but is well-suited to more general usage. Includes lesson plans, maps, illustrations, resources, and a bibliography.

Grades 5 and up
105 pages
softcover $15

Chinese Traditional Arts

A.R.T.S., Inc.

For almost 30 years, the educators at A.R.T.S have developed arts programs and materials for students and teachers. Simply, but beautifully produced, this set of 6 books and a cassette tape is rich in content and ideas for teaching students about China: *Chinese Folk Songs* (with a cassette tape, 20 songs in Chinese with English translations and music), *Chinese Cultural Activities* (make a dragon for a Chinese New Year parade and perform plays based on Chinese tales), *Paper Lanterns* (make traditional and contemporary Chinese lanterns for Chinese festivals), *Chinese New Year* (holiday customs and an explanation of the Chinese calendar), *Chinese Designs and Symbols* (popular design motifs and symbols and their meaning), and *Chinese Children's Games* (instructions for 10 children's games).

Grades 1 – 7
30 to 50 pages
books $5 each
cassette tape $7
full set (6 books, 1 tape) $30

Kneeling Caribou and Dancing Giants: Celebrating Filipino Festivals

Rena Krasno

This lovely book on Filipino festivals introduces children to the complex history and culture of these beautiful islands. Young readers will discover why people on Mindanao observe Ramadan and why the poinsettia symbolizes Christmas. They will learn about *higantes*, the giant puppets that remind Filipinos of their history and struggles for independence. There are songs, folktales, recipes, descriptions of children's games and customs, and an overview of Philippine history.

> ***"...authentically told, but most of all, Rena Krasno has captured the incredible diversity of the culture. It is a celebratory compendium of Filipino culture that should appeal to both children and their parents."***
> **— Dorothy Coakley,**
> **Children's Librarian,**
> **San Francisco Public Library**

Grades 1 – 8
48 pages
hardcover $19.95

From Rice Paddies and Temple Yards: Traditional Music of Vietnam

Patricia Shehan Campbell and Phong Thuyet Nguyen

As a result of the Vietnam War and the immigrants it brought to our shores, Vietnam plays a major role in 20th century American culture. This set, written by an ethnomusicologist and a renowned performer, presents an in-depth look at the music and culture of Vietnam. Useful for world music, social studies, and Southeast Asian studies.

Teacher's Resource
Grades 5 and up
88 pages
book/cassette or /CD set $26.95

Red Eggs and Dragon Boats: Celebrating Chinese Festivals

Carol Stepanchuk

This book celebrates celebrations. Its focus on "a land where a holiday is always in sight" illuminates the importance of festivals and celebrations throughout the world. Children will discover why noodles are eaten on New Year's and why tiger hats are given to babies on their one-month birthday. They will meet characters like Zhong Kui, the ghost eater, and the Kitchen God, master of the house by the Jade Emperor. Full-page color illustrations are by Chinese folk artists ranging in age from 18 to 80. Recipes for festive foods and pronunciation guides are included. Use this book to study festivals and holidays, and Chinese culture.

Grades 1 – 5
48 pages
hardcover $16.95

C-127

Africa

African Kingdoms of the Past

Kenny Mann

Beautifully produced and richly illustrated, this series of books for young people examines some of the great African kingdoms from their founding to the colonial period, with epilogues that address the present. Folklore and oral history, geography and history, original documents and archeological evidence, photographs, maps, time lines, and examples of traditional art render the series accessible to students and fill a gap in student literature on the many ancient kingdoms of the African continent. The six books in the series cover Western Sudan (Book 1); the Guinea Coast (Book 2); West Central Africa (Book 3); Southern Africa (Book 4); East Africa (Book 5); and Northeast Africa (Book 6).

Out of print. Available while supplies last.

Grades 5 – 12
hardcover $15.95
$90 set

The JVC/ Smithsonian Folkways Video Anthology of Music and Dance of Africa

Part of the extraordinary JVC/Smithsonian Folkways Video Anthology of world music and dance, this three video/three booklet collection includes 75 performances from Egypt, Uganda, Senegal, Gambia, Liberia, Ghana, Nigeria, Kenya, Malawi, Botswana, and South Africa. The accompanying booklets provide historical and cultural background to the selections.

All grades
3 video /booklet set $149

BESTC

Sundiata: Lion King of Mali

David Wisniewski

Grades K – 4
32 pages
hardcover $17
softcover $5.95

A 13th-century tale from the African kingdom of Mali, *Sundiata* recounts the epic struggle of a young prince to overcome his physical debility and protect his homeland and throne. Like all great stories, *Sundiata* transports its readers into another world, unfolding with excitement and elegance. Detailed illustrations, created in full-color paper cut, impart beauty as well as dimension and sense of place. Sundiata's story reaches us through oral tradition, and the author's notes provide helpful historical and methodological context. Equally valuable as African folklore and general children's literature.

The Cow-Tail Switch And Other West African Stories

Harold Courlander and George Herzog

The renowned anthropologist and ethnomusicologist who collaborated on this book are also masterful storytellers. This classic collection of 17 West African stories, mostly collected in Ashanti country, offers a variety of stories about animals, kings, warriors, hunters, and the trickster character Anansi. Includes notes on the stories, glossary and pronunciation guide.

• Newbery Honor Book
"An unusually fine collection of folk tales told simply, directly, and with beauty."
— Library Journal.

Grades 3 – College
143 pages
softcover $7.95

Arab & Middle Eastern Life

Arab World Mosaic: A Curriculum Supplement for Elementary Teachers

Lars Rodseth, Sally Howell and Andres Shryock

One teacher describes this guide as the "first real-life, how-and-why resource on Arab cultures I've seen." Lesson plans are designed to weave cultural knowledge about the Arab world into ordinary classroom activities involving reading, basic math, and writing. Units progress from "who am I," to an exploration of family and community. Includes folktales and stories.

Grades K – 4
209 pages
softcover $20

The Day of Ahmed's Secret

Florence Parry Heide and Judith Heide Gilliland

Ahmed rides his donkey cart through the busy streets of Cairo. He has a secret to share with his family, but first he must deliver fuel to his father's customers. The sights and sounds of the bustling city are beautifully depicted in the illustrations and the lyrical text. The secret the young boy reveals is touching — but we won't give it away. Recommended as a companion to *Arab World Mosaic*.

Grades 1 – 4
32 pages
hardcover $16
softcover $5.95

PY AVAILABLE

Arts In Education

Theatre for Conflict Resolution: In the Classroom and Beyond

Patricia Sternberg

Teacher's resource
Grades 6 – 8
192 pages
softcover $19

Drama can be a powerful tool for bringing together diverse people and points of view to examine their differences in a safe, non judgmental environment. To create this thoughtful guide for teachers, therapists, and mediators, the author draws on her experience directing theater for young audiences and teaching drama for therapeutic uses. After a brief discussion of conflict, she provides numerous, clearly-written suggestions for exercises, monologues, scenes, short plays, etc., which will help students learn that confrontation is not the only solution to conflict and that communication is the key to finding alternative strategies. Includes a bibliography and a list of resource organizations working in theater and conflict resolution.

Drama of Color: Improvisation with Multiethnic Folklore

Johnny Saldana

Teacher's Resource
Grades K – 6
169 pages
softcover $18

In this award-winning book Johnny Saldana shows teachers how to use multiethnic folklore — specifically Native American, African and African American, Asian and Pacific Islander, and Hispanic — as a source for student dramatizations and for examining different cultural traditions and world views. Teachers will find descriptions of the practical aspects of drama in the classroom, discussions on building trust and celebrating differences, retellings of folktales, and suggestions for structuring individual sessions. Includes a bibliography.

Cultural Awareness for Children

Judy Alle, Earldene McNeil, and Velma Schmidt

This book provides simple yet exciting activities for teachers to share with young children. Chapters on different cultures have been reviewed by people from those cultures to insure that the material is authentic and unbiased. The book is rich with art projects, background information on the cultures, and resources, books, records, tapes, and films for teacher information and student participation.

Teacher's Resource
Grades preK – 5
pages
softcover $24.50

Art from Many Hands: Multicultural Art Projects

Jo Miles Schuman

This valuable resource for helping children discover the arts and crafts of many cultures features detailed instructions illustrated with photographs for arts projects from Africa, Central and South America, Asia, Europe, and Native American tribes. It includes step-by-step instructions for activities ranging from *pysanky* (Ukrainian Easter eggs) to African weaving and batik.

Teacher's Resource
All grades
251 pages
softcover $20.75

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Corydon Resolution

To the Citizens of our Community:

Differences between people including race, gender, age, culture, religious, or political beliefs, marital status, sexual orientation, physical or mental ability, and economic or social status often cause fear, discrimination, hatred, or violence.

We choose to affirm the value and dignity of ALL people, regardless of these or other differences.

We will broaden our understanding of those who are different from us, and through example show greater courtesy and respect toward all people in our speech and in our lives.

We will teach our youth to uphold the dignity of all.

We will encourage our schools and other organizations to teach the peaceful resolution of conflicts.

We will show, through our words and actions, our commitment to peacemaking whenever conflicts arise.

We will not support any group that does not respect and uphold the human rights of ALL people, and we will not attend or observe meetings or rallies of such groups.

As we approach the new millennium, it is clear that our community, our nation, and our world suffer many social problems. One of the biggest problems in our society is the disrespect, abuse, hatred and violence shown toward those who differ from us. Recent school shootings and violence against homosexuals and ethnic groups show this clearly.

We believe that changes in both attitude and behavior are desperately needed. The change must come from a great number of citizens and must begin in our homes, schools, religious and social organizations and work places. We must commit ourselves to speak to our children and our community of our belief in respect toward all people. Being silent in the presence of prejudice or disrespect gives approval to that prejudice, and encourages the hurtful language and potentially violent actions to which it leads.

We urge every workplace, school, religious and social organization to support our efforts to end racism and all other forms of prejudice. Please encourage members of your group or organization to sign the enclosed statement and return it to *The Corydon Democrat*.

We affirm the enclosed resolution and will work to support its aims.

Sincerely,
Members of Community Unity.

Indiana Humanities Council

1500 North Delaware Street
Indianapolis IN 46202-2419
1.800.675.8897
www.ihc4u.org

Indiana Humanities Council is an independent, not-for-profit organization supported by Indiana Individuals, foundations, corporations, and the National Endowment for the Humanities. Their mission is to enrich personal and civic life in Indiana through the humanities- history, literature, international awareness, and ethics.

Two of the Council's programs are ***History Alive*** and the ***Humanities To Go Lending Library.***

History Alive

History Alive is a repertory of performers who make history come to life.

Communities can work directly with the performers to book a show. A limited number of Humanities Initiative Mini Grants is available to support visits from performers. These programs must be open to the public. Direct grant inquires to:

Nancy Conner
(317) 638-1500
(800) 675-8897
nconner@iupui.edu.

A select few of the performers include:

When Worlds Collide:
the story of Tecumseh and William Henry Harrison
Bob Sander
533 Ripple Rd.
Indianapolis, IN 46208
(317) 255-7628

Madam C. J. Walker:
African-American entrepreneur
Vickie Daniel
P.O. Box 22643
Indianapolis, IN 46222

Sarah Elizabeth Cuffee:
African-American woman from 1870
Ophelia Wellington
Executive Director
Freetown Village
P.O. Box 1041
Indianapolis, IN 46206-1041
(317) 631-1870

Humanities To Go

The statewide lending library contains exhibits, displays, and videos selected for their ability to stimulate reflection and discussion in public settings and for their sound scholarship.

Borrowing privileges require an annual subscription of $20 for an individual or family and $100 for an organization. Payment of this fee allows for a year's worth of unlimited borrowing privileges including one-way shipping of videos, displays, and kits. To subscribe, send a check payable to:

Indiana Humanities Council
1500 N. Delaware Street
Indianapolis, IN 46202-2419

Each item has an audience code:

E Elementary
M Middle School
H High School
C College
A Adult
P Public

AFRICAN AMERICAN HISTORY & CULTURE

ADAM CLAYTON POWELL

C A P

Known both as "Mr. Civil Rights" and "Mr. Jesus," Adam Clayton Powell, Jr. became one of the most powerful, controversial politicians of his time: Black America on the brink of the Civil Rights era. Using rare archival footage and compelling on-screen interviews, ADAM CLAYTON POWELL draws a vivid portrait of the charismatic Harlem minister and Congressman. The film highlights the remarkable achievements of Powell's career—from smashing racial barriers in 1930s Harlem to spearheading the passage of over 60 pieces of major social legislation in 1960s Washington. The film also shows how Powell's financial chicanery, his love of "the good life," and his tendency to flaunt his behavior led to political ruin. Narrated by Julian Bond, with interviews of Shirley Chisholm, James Farmer, and Powell's son and first wife. 53 mins / 1992

AFRICAN AMERICANS

M H A

The history of African Americans is one of forced migration. Brought by force and sold as slaves, there were four million slaves in the South by the beginning of the Civil War. The eventual "freeing" of the slaves brought many African Americans north, but it was not until World War II that their demands effected real change. The civil rights movement, the rise of influential black leaders like Martin Luther King, Jr. and Malcolm X and the efforts of people like A. Philip Randolph and Thurgood Marshall helped end discrimination in many workplaces, schools and public places, and secured the right to vote for all. 30 mins / 1993

AFRICAN-AMERICANS IN WORLD WAR II: A LEGACY OF PATRIOTISM AND VALOR

A P

This video stress the achievements of African American soldiers in WW II. There were seven soldiers who were recognized and honored for serving their country in this video. In A LEGACY OF PATRIOTISM AND VALOR, war veterans form all military branches recount their personal experiences of WW II. Archival film footage is woven between their accounts to bring their stories to life. 60 mins / 1998

AGAINST THE ODDS: ARTISTS OF THE HARLEM RENAISSANCE

H C A P

In 1926, poet Langston Hughes said: "We younger Negro artists now intend to express our dark-skinned selves without fear or shame. If white people are pleased, we are glad. If they are not, it doesn't matter. We know we are beautiful. And ugly too." This comment encapsulates the black struggle for artistic independence in 1920s and 30s, a period known as the Harlem Renaissance which saw extraordinary creativity by African-American artists. But patent racial prejudice kept them out of mainstream museums and galleries and threatened their personal artistic expression. Some white philanthropists invested in black art, but at what price? This video not only showcases original works by and footage of the artists of the era; it raises questions about identity and politicized uses of art. 58 mins/ 1993

AMAZING GRACE

E

This is the story of Grace, a young African-American girl with dramatic ambitions. When Grace's teacher announces that they will be performing "Peter Pan," Grace wants to audition but her classmates point out that she is the wrong color and the wrong gender for the role. With some support from her mother and grandmother, Grace finds a role model and the will to pursue her dream. The story emphasizes the value of imagination and empathy. This video is an iconographic version of the 1991 children's book by Mary Hoffman and is narrated by actress Alfre Woodard. Curriculum guide included. 10 mins/ 1994

BLACK WOMEN: ACHIEVEMENTS AGAINST THE ODDS

20 posters, 24" x 36" each

The stars of this exhibit are 120 black women, representing 200 years of achievements in religion, the military, civil rights, art, sports, education, labor, journalism, entertainment, politics, law, music, literature, medicine, science, and business. Each laminated poster has eyehooks and velcro backing. They also have cardboard backing so that they can be stood on a tabletop. The exhibit was produced by the Smithsonian Institution Traveling Exhibition Service. Approximate round trip shipping cost: $15. 20 panels, 24" x 36" each

BROTHER MINISTER: THE ASSASSINATION OF MALCOM X

H C A P

Mystery and confusion still shroud the murder of Malcolm X at Harlem's Audobon Ballroom almost 30 years ago. Four years in the making, BROTHER MINISTER: The Assassination of Malcolm X sheds dramatic new light on the events surrounding the death of this cultural icon. Narrated by Roscoe Lee Browne, BROTHER MINISTER explores the assassination through interviews with those closed to Malcolm and reveals recently de-classified government intelligence documents. BROTHER MINISTER also examines the origin and history of the Nation of Islam. Did the real assassins escape? Did two innocent men go to prison for a crime they did not commit? What role did Louis Farrakhan and J. Edgar Hoover play in the Assassination? BROTHER MINISTER is the only documentary that deals exclusively with the assassination of Malcolm X. 115 mins / 1994

BURY ME IN A FREE LAND: THE ABOLITIONIST MOVEMENT IN INDIANA, 1816-1865

Free-standing exhibit, 6' x 20'

Although the Northwest Ordinance and the Indiana Constitution of 1816 prohibited slavery and involuntary servitude in the territory from which Indiana was formed, strong southern influences in the state continued to conflict with the settlers who were antislavery advocates. This exhibit illustrates that conflict, as well as the triumphs and tragedies of the individuals whose sacrifices combined to achieve the goals of freedom. The Underground Railroad and fugitive slaves are considered. When assembled, the exhibit creates a 20' x 6' freestanding wall that viewers can walk around. Approximate round trip shipping cost: $73.

COLOR ADJUSTMENT

H C A P

In this film, Marlon Riggs brings his landmark study of prejudice and perception begun in ETHNIC NOTIONS into the television age. From Amos'n'Andy to "The Cosby Show," COLOR ADJUSTMENT traces over 40 years of race relations in America through the lens of prime time entertainment. Pioneering black actors Esther Rolle and Diahann Carroll, producers Norman Lear, Steve Bochco and David Wolper, scholars Henry Louis Gates, Jr. and Alvin Poussaint reveal how deep-seated

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racial conflict was absorbed into the familiar, non-threatening format of the prime time series. 87 mins / 1991

ETHNIC NOTIONS

CAP

ETHNIC NOTIONS is an award-winning documentary which takes viewers on a disturbing voyage through American social history. It traces the evolution of the deeply rooted stereotypes which have fueled anti-Black prejudice. Loyal Toms, carefree Sambos, faithful Mammies, grinning Coons, savage Brutes and wide-eyed Pickanninnies roll across the screen in cartoons, feature films, popular songs, advertisements, household artifacts, even children's rhymes. These dehumanizing caricatures permeated popular culture from the 1720s to the Civil Rights era. Narration by Esther Rolle and commentary by respected scholars shed light on the origins and consequences of this 150 year parade of bigotry, revealing how popular culture both shapes and reflects public attitudes. "An invaluable aid for American culture, Afro-American history and U.S. history courses." —Journal of American History. 56 mins / 1990

EYES ON THE PRIZE

HCAP

The six-part series, EYES ON THE PRIZE, uses historic film footage and contemporary interviews to recount the "Civil Rights Decade" of American history, 1954-65. 60 mins each / 1987

AWAKENINGS: 1954-1956. This program includes accounts of the Emmett Till case, the Brown decision, and the Montgomery bus boycott where Martin Luther King, Jr. first emerged as a leader.

FIGHTING BACK: 1957-1962. Concentrates on school desegregation, with emphasis on the Little Rock experience and the enrollment of James Meredith at the University of Mississippi.

AIN'T SCARED OF YOUR JAILS: 1960-1961. The third program follows activists into the jails after the Nashville retail boycott, demonstrations in Atlanta and the freedom rides. NO EASY WALK: 1961-1963. Describes confrontations in Albany, Georgia and Birmingham, Alabama and the organization of the March on Washington.

MISSISSIPPI: IS THIS AMERICA? 1962-1964. The rise of the Citizen's Councils in Mississippi, the "Freedom Summer" and the participation of the Freedom Democratic Party in the Democratic convention in 1964.

BRIDGE TO FREEDOM: 1965. This sixth program describes the confrontation in Selma, Alabama and the march from Selma to Montgomery led by Martin Luther King.

GEORGE WASHINGTON CARVER

MA

Born into slavery and reared during Reconstruction, George Washington Carver struggled through poor health, poverty and prejudice...to become a great benefactor, not only to his...people but to his country as well. Carver is known in history books as the "peanut man." But his work as a creative Scientist stretches far beyond that endeavor. Here is the story of Carver's life, one that should not be forgotten. 29 mins / 1990

GOIN' TO CHICAGO

HCAP

From 1915 to 1929, great waves of blacks migrated from the south to the north. Chicago greeted them with jobs in factories, stockyards and mailrooms. This documentary, directed by George King, explores these questions with graceful repose. It relies on oral histories, blues music, and historic stills to communicate the sense of risk and hope that drew so many to the North. GOIN' TO CHICAGO imparts the energy of the new northern black community, from a young Count Basie to the Chicago Defender newspaper. The progress was not without price. Many survived the Great Depression only to encounter segregation in the 1950s. But the subjects of this film are primarily hopeful. When asked if their dreams had come true, most say they did realize more freedom and opportunity in the North than ever would have been possible in Delta. GOIN' TO CHICAGO is full of the universal sorrow and anticipation of human comings and goings. 70 mins / 1994

GREAT BLACK INNOVATORS

M

Most people can recall the names and accomplishments of famous Africans from the world of sports, music, and politics. But who were the African Americans that excelled in science and medicine, business and industry? This video tells the stories of people like Ned, the slave who invented a cotton scraper, Madame C.J. Walker, a black woman who built a cosmetics empire, and became the first self-made woman millionaire in America; and Matthew Henson, the first man to actually walk on the North Pole. The video sheds light on some of the greatest black American innovators who excelled in spite of adversity and discrimination, and whose accomplishments improved life for us all. 32 mins / 1995

HARRIET TUBMAN

MHA

Harriet Tubman (1820-1913) risked her life to help slaves get free. This video talks about the background, life and motivational factors in the life of the famous anti-slavery activist. 30 mins / 1992

LIBERATORS

CAP

The experiences of African-American soldiers during World War II reflected the racial climate of 1940s America, a society marked by strict segregation and frequent violence. Toward the end of the war when manpower grew short in Europe, the 761st Tank Battalion, an African-American outfit, was sent abroad to help combat the Nazis. LIBERATORS tells the unknown story of blacks in military action, focusing on the battalion which helped liberate concentration camps. This film records the experiences of soldiers, utterly unprepared for the atrocities they witnessed, as well as the astonishment of the camp inmates—some of whom had never seen a black person before. Note: This film was found to contain historical errors but is worth viewing for that reason. 90 mins / 1992

MALCOM X: EL HAJJ MALIK EL SHABAZZ

HCAP

Considered one of the 20th century's most charismatic and controversial civil rights leaders, Malcom X wielded extraordinary influence on the way Americans perceived African-Americans during his short political life. This video traces Malcom X's journey from Harlem hustler to prison inmate to militant Muslim convert to self-made world leader, all the way to his fall at the hands of a mysterious assassin. 60 mins / 1991

MARTIN LUTHER KING COMMEMORATIVE COLLECTION

EMHCAP

This video contains two programs, "In Remembrance of Martin" and "The Speeches of Martin Luther King Jr." Part One celebrates the life and work of Dr. Martin Luther King on the occasion of the first Federal Holiday commemorating his birthday. The program explains King as man and myth and includes reflections by those who knew him including Coretta Scott King, Andrew Young, Jesse Jackson, Ralph Abernathy, and Bill Cosby. Part Two is King in his own words, speaking as only he could speak. Includes the classic "I Have a Dream" speech, delivered in August 1963. 115 mins / 1989

ALMOS' A MAN LeVar Burton plays in this adaptation of the Richard Wright story. A black teenage farm worker in the deep south is struggling for a new identity as a man. He uses part of his earnings to purchase a used handgun as a token of his masculinity. When he accidentally kills a mule, he faces two years of bondage to pay for the animal. 39 mins / 1977

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MIDNIGHT RAMBLE

C A P

Between 1910 and 1940, a remarkable independent film industry produced close to 500 moyies for African-American audiences. These "race movies" were often shown at segregated theatres at night, making them "midnight rambles." They provided black moviegoers with images that didn't demean them, in contrast to mainstream Hollywood flicks like "Birth of a Nation." The story of this long-lost chapter in American movie history focuses of filmmaker Oscar Micheaux, who wrote and directed more than 30 features. Along the way, ideas about the purpose and power of the mass media are revealed. 60 mins / 1994

PRIDE & PREJUDICE: A HISTORY OF BLACK CULTURE IN AMERICA

M H

Unlike other immigrants who arrived here, the peoples of Africa came as slaves, stripped of their freedom and their customs. How did they respond to such treatment? And what unique and rich cultural traditions sprang from these tragic beginnings? This program describes how blacks have struggled to create a cultural identity in the U.S., and the profound impact that African-American culture has had on all Americans. Interviews with scholar and stills of prominent African-Americans provide a concise overview of the artistic and social contributions of blacks, who succeeded against the odds. Good for junior high audiences. 28 mins / 1994

AFRICAN-AMERICAN COMMUNITY Focuses on the history and contributions of the Indianapolis African-American community, touching on such subjects as Madame Walker; the rise and development of jazz in Indianapolis; the role played by churches; and the story of Crispus Attucks High School. 60 mins / 1990

GRIOTS OF IMAGERY: THE ART OF ROMARE BEARDEN & CHARLES WHITE

M H

Griots are West African keepers of culture, long on memory and rich in wisdom. Romare Bearden (1911-1988) and Charles White (1918-1979) are griots of sorts—modern African-American men who dedicated their lives to making art. This video introduces viewers to their works, discussing them in the context of jazz, blues, poetry, and myth. The camera explores their canvases, clearly examining their philosophies about space, color, and symbol in art. The discipline and craft of Bearden and White will inspire younger would-be artists and fill gaps in our understanding of modern art history. 27 mins / 1993

THIS FAR BY FAITH: BLACK HOOSIER HERITAGE

Free standing exhibit, 8' x 15'

Black Hoosiers made distinctive and lasting contributions to Indiana culture. This traveling exhibit and photo collage contains over 50 photographs of events, people, and places of importance in Indiana history, ranging from 19th century portraits of black families to pictures of almost contemporary civil rights activities and sports and entertainment figures. Brochures are available. When assembled, the exhibit creates a wall of images that can stand against a wall or in the middle of a room. Approximate round trip shipping cost: $45.

A TIME FOR JUSTICE

M H C A P

Our bodies became living witnesses to the cause of human dignity. A TIME FOR JUSTICE depicts the battle for civil rights as told by its foot soldiers. They rode where they weren't supposed to ride; walked where they weren't supposed to walk; sat where they weren't supposed to sit. And they stood their ground until they won their freedom. Produced by Academy Award winner Charles Guggenheim, A TIME FOR JUSTICE recalls the crises in Montgomery, Little Rock, Birmingham and Selma. More importantly, it reveals the heroism of individuals who risked their lives for the cause of equality. The film opens at the cemetery where Jimmie Lee Jackson—who was killed by state troopers during a voting rights demonstration in Marion, Alabama—is buried. The words of a mourner lead the viewer into this transcendent story: Jimmie was a symbol of something—that guns and bullets cannot destroy ideas. Comes with teacher's lesson guide. 38 mins / 1992

GULLAH TALES

E M

GULLAH TALES is a film fable for all ages as well as delightful introduction to the origins of Gullah, one of America's most fascinating subcultures and dialects. Set in the rural south on a Sea Island plantation around 1830, the tales are spun by an old slave storyteller. Gullah folklore is best known around the world through the 19th century writing by Joel Chandler Harris of the Uncle Remus stories. GULLAH TALES features a Brer Rabbit story in which all the animal characters are enacted by humans. The second, longer tale is a plantation story featuring the quintessential slave hero Little John. It centers on how Little John uses cunning to beat another huge slave in a fight and thus save his master's plantation and his own freedom. Excellent for use as a children's entertainment, GULLAH TALES also is available for folklore classes, Black studies, language studies, storytelling, American history and popular culture. 30 mins / 1991

INDIANA AVENUE: STREET OF DREAMS

H C A

Although it was a product of segregation and prejudice, the Indianapolis black community along Indiana Avenue was the home base of successful businessmen and women, talented musicians, and community leaders. This documentary film recounts the history of this community, its contribution to Indiana's heritage, and its current revitalization.

VOICES: AFRICAN-AMERICAN WOMEN WHO ENCOURAGED CHILDREN TO SUCCEED

EXHIBIT, Free standing display, 5' x 3' x 1'

This exhibit, designed to look like a large photo album, celebrates the "everyday heroines" who fortified their communities through education, family, and church. The exhibit was created by the Floyd County Museum in New Albany with an Indiana Heritage Research Grant from the Indiana Humanities Council and the Indiana Historical Society. Although the content is specific to Floyd County, the theme is universal and will generate reminiscences about people from older generations who provided a foundation for personal growth and strong values. The exhibit weighs over 200 lbs. and cannot be shipped by UPS. Borrowers may pick up the exhibit from the Council offices in Indianapolis, using a van or pick-up truck. 1996

JAMES BALDWIN: THE PRICE OF THE TICKET

C A P

James Baldwin (1924-1987) was at once a major twentieth century American author, a Civil Rights activist and, for two crucial decades, a prophetic voice calling Americans, black and white, to confront their shared racial tragedy. JAMES BALDWIN: THE PRICE OF THE TICKET captures on film the passionate intellect and courageous writing of a man who was born black, impoverished, gay and gifted. This film uses archival footage to evoke the atmosphere of Baldwin's formative years—the Harlem of the '30s, his father's fundamentalist church and the emigre demi-monde of post-war Paris. Newsreel clips from the '60s record Baldwin's running commentary on the drama of the Civil Rights movement. The film also explores his quiet retreats in Paris, the South of France, Istanbul and Switzerland, places where Baldwin was able to write away from the racial tensions of America. He wrote and taught with the belief that: "All Americans are brothers: that's the bottom line." 87 mins / 1992

RICHARD WRIGHT—BLACK BOY

HCAP

The writing of Richard Wright awakened the consciousness of a generation of readers. Born in 1908 to a poor Mississippi family, Wright migrated to Chicago as a teen. The Communist Party afforded him the political freedom not usually accessible to blacks, and he began writing harrowing novels and stories, among them Black Boy and Native Son, that told of the paralyzing fear in the psyches of both black and white victims and perpetrators of racism. Politics prompted Wright to move to France, where he died in 1952. Students of Wright's books will find this documentary from California Newsreel insightful and clarifying. Students of American history will understand literature's power to alter attitudes. 86 mins / 1994

TWO DOLLARS AND A DREAM: THE STORY OF MADAME C.J. WALKER AND A'LELIA BUNDLES

MHCAP

A biography of Madame C.J. Walker, America's first self-made millionairess, and her daughter, A'Lelia Walker, Black America's patron of the Harlem Renaissance. This is the story of how Madame Walker, the child of slaves freed by the Civil War, built a million dollar company specializing in skin and hair care products for Black Americans. The film is the story of two remarkable women, but it is also the story of Black America from 1867, the year of Madame Walker's birth, to 1933 the year of her daughter's death. The film interweaves the social, economic and political history of the era with the lives and achievements of these two unique women. 56 mins / 1988

VOICES AND VISIONS

CA

VOICES AND VISIONS is a landmark video series that features the brilliant tradition of modern American poetry. The series chronicles the individual and collective achievements of America's great poets and their contribution to modern poetry. Using the film medium in strikingly original ways, VOICES AND VISIONS communicates how poems work, what they mean and how history, the imagination and language are embodied in poetic creation. The programs focus on works of poetry rather than on biography and convey poetry as a dynamic living art form. Documentary, dramatic, and experimental film techniques are combined in an innovative approach to presenting literature via television. 60 mins each / 1989

LANGSTON HUGHES On-location footage in Senegal, France, Kansas, and Harlem chronicles the life and work of this unique poet.

JOSHUA'S BATTLE: THE STORY OF LYLE'S STATION

HCAP

Lyle's Station, Indiana, was established as an African-American colony in Indiana. This program studies the life of the people there from the middle of the 19th century to the present with emphasis on the period 1850-1920. The program compares and contrasts events in Lyle's Station with events in Indiana and the historical movements affecting African-Americans in the United States. Also explored are issues pertaining to being an African-American in the rural U.S. 59 mins / 1989

GORDON PARKS' VISIONS

HCA

Bestselling author, award-winning LIFE photographer, composer, director, and writer of Shaft and The Learning Tree. Gordon Parks' life led him from Harlem to Vietnam. The famed black photographer filmed police brutality in Harlem, civil rights activity in the Deep South, anguishing pictures of the despair of the urban poor. This film is not a traditional chronological documentary, but an expression of Parks' visions and the events that shaped that vision. A man of great creativity is presented. 60 mins / 1991

TONI MORRISON: PROFILE OF A WRITER

HCAP

Toni Morrison has established herself as the leading chronicler of the black experience in America and as one of America's finest novelists. On the eve of the publication of her novel Beloved she talks about the problems of slavery and its tragic legacy with intelligence and poetry. Morrison discusses the problems of dealing with such painful material and of writing about ordinary people whose experiences seem larger than life. 52 mins / 1987

THE SKY IS GRAY In this Ernest Gaines story, Octavia is raising her two sons, James and Ty, alone because her husband has been drafted into the Army. One day, the pain of a toothache drives James and his mother to the city to see a dentist. In the course of the trip, the 10-year-old boy increases his knowledge of what it means to be black and poor and realizes how different the city is from the country. 45 mins / 1977

LOCKEFIELD GARDENS Lockefield Gardens was built as a model public housing project for the Indianapolis African-American community in 1937. Although it has since been torn down, Lockefield, in its time, was a source of great pride and cohesion for its residents and the surrounding community. 30 mins / 1988

MARTIN'S LAMENT: RELIGION AND RACE IN AMERICA

CAP

Martin Luther King, Jr., called eleven o'clock on Sunday mornings the most segregated hour in America. King believed that churches should play a fundamental role in shaping the morality and changing the prejudices of the nation. This program examines the issue of religion and race by visiting four different churches, speaking with experts and with members of each congregation. The program examines a church that holds separate services for whites and blacks, a black couple who attend a predominantly white church, a white woman who attends a black church, and an interracial church that has created a remarkable bond among its congregation. 60 mins / 1993

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ALL UNDER HEAVEN

C A P

Examines daily life in a north China village from the human perspective of the people who live, work, worship, build families, and die there. K.C. Chang of Harvard University calls it "the best documentary on contemporary rural China that I have seen." 58 mins / 1985

ANCIENT SPIRITS: THE GARDENS OF JAPAN & CHINA

A P

China has the oldest garden tradition in the world. For centuries, the country's dramatic topography has inspired poets, painters, and gardeners. In a tour of exquisite gardens, we learn the role of water and rocks in the Chinese sanctuary, and how Chinese methods were splendidly adapted to the Japanese landscape. 30 mins / 1995

THE AROMA OF ENCHANTMENT

C A P

An innovative visual essay explores the "idea of America" held by many Japanese, based on advertising images from the 1950s. Part history, part cultural study, part a reflection on the power of images, this multidisciplinary work elucidates the reciprocal cultural influence in the Japanese-American relationship. 55 mins / 1992

ART AND ARCHITECTURE OF JAPAN

E M

This kit features a video with three segments: Beginnings of Civilization, Medieval Japan, and International Japan. The accompanying workbook includes maps, puzzles, quizzes, along with a separate teaching manual. Especially suited for middle grades. 71 mins / 1993

THE ART OF ASIA

M H

THE ART OF ASIA is a flexible, handy packet of materials for surveying the art of five Asian regions. It consists of an hour-long video, a teacher's guide with reproducible worksheets and art projects, and a book of poster prints. This complete curriculum supplement surveys the art of India, Southeast Asia, China, Korea, and Japan, including 103 representative works of art and their distinguishing features. Recommended for grades 6-12. 61 mins / 1993

ART OF INDONESIA: TALES FROM THE SHADOW WORLD

C A

Girding the equator like a string of emeralds, the 13,000 Islands of Indonesia are dotted with steaming volcanoes, cascading waterfalls, and temple ruins such as Borobudur, the largest Buddhist monument in the world. This documentary explores Indonesia's ancient treasures and its "shadow world"—the rituals, myths, and performances by which the harmony of the universe is maintained. Weaving together old Javanese poetry, sculpture, stunning landscapes, and music, this visually splendid film shot in Java and Bali introduces viewers to the symbols that have permeated Indonesian culture for more than a thousand years. 28 mins / 1990

ASIAN TREASURE BAG OF FOLKTALES

E

Two performers/storytellers share the ancient stories from the East. "The Man Who Planted Onions" (Korea) teaches respect; "The Long Haired Girl" (China) teaches about sacrifice. With movement, music, make-up, Nancy Wang and Robert Kikuchi-Yngojo transmit the magic of Asian stories. Also includes "Amaterasu, the Sun Goddess" (Japan) and "Seven Silly Fellows" (Philippines). 30 mins / 1994

BIG BIRD IN JAPAN

E

There's plenty of adventure, music, and mystery for Big Bird and Barkley the Dog as they travel Japan. They are separated from their tour group and befriend a mysterious Japanese woman. Could she be the mythical "Bamboo Princess" of Japanese folklore? During his travels, Big Bird discovers the beauty of Japan and its culture. 60 mins / 1991

THE BLUE KITE

C A P

The most acclaimed and controversial of the new Chinese cinema, THE BLUE KITE traces the fate of Teitou, a Beijing boy, his family, and friends as they experience the political and social upheavals in 1950s and 1960s China. A feature film directed by Tian Zhuanqzhuang. In Mandarin with English subtitles. 138 mins / 1993

CHINA

M H

This video kit offers a comprehensive look at different countries of the world, bringing to life each country's history, geography, economy and culture. The video is combined with supplemental materials for teacher and student, developed by curriculum specialists, checked by experts on each country and reviewed by experienced teachers. The result is an integrated approach to social studies and world history teaching, combining video, critical thinking guides, fiction and nonfiction bibliography, maps, lesson plans, ideas for student participation and progress tests. The videos and materials reflect up-to-date developments in each country and region while providing an enriching, entertaining learning experience. This program is appropriate for grades 8-12 in any social studies class studying China, including world cultures, Asian studies, current events, and world geography. 30 mins / 1995

CHINA KIT

E M H

This kit was assembled as part of the Indiana Humanities Council's ASIA IN US project. It includes a CD-ROM, videos, slides, fiction and non-fiction books, lesson plans, and other information about China's history, geography, language, cuisine, and art. 1996

CHINESE AMERICANS

M H A

In the 1850s, the first Chinese immigrants came to America by the thousands to search for gold in California. They worked in mining, railroad construction, agriculture and other areas that white Americans saw as unappealing, and faced discrimination and exploitation wherever they settled. As a result, they formed purely Chinese communities called Chinatowns. Chinese Americans have since made many valuable contributions to American culture and industry, particularly in the areas of science, music and architecture. Today, after years of segregation and struggle, Chinese Americans thrive as a vital part of the ever-adapting American society. 30 mins / 1993

SMALL HAPPINESS

C A P

Filmed under unprecedented circumstances, the women of Long Bow, a Chinese village, talk about marriage, family, birth control, work, and daily life. 58 mins / 1984

CHINESE NEW YEAR

E

Chinese Lunar New Year is the single most important event in the Chinese calendar. On New Year's Eve, the whole family gathers, shares a meal, and exchanges "Hung Pau" (red envelopes of money). There are many different legends to explain the origins of New Year customs. Chinese New Year is one of the best reflections of the Chinese approach to life. This film presents the Chinese New Year story using shadow puppets and fully describes the way this holiday is celebrated in modern Taiwan. 30 mins / 1983

COMMON EXPERIENCES, DIFFERENT VISIONS

MH

What's it like to go shopping in Japan—as an American teen? What's it like to go to an American theme park as a Japanese teen? Two groups of high school students, one from Indiana and one from central Japan, compare and contrast their cultural perceptions. The video explores sports, shopping, and vacationing in both countries as common experiences among teens. In the process, competition, individualism and other differing cultural values are made evident. Produced by students from South Bend, Gary, Mishawaka, and Utsunomiya, Japan. 56 mins / 1993

DAYS OF WAITING

HCAP

This poignant documentary is about an extraordinary woman, artist Estelle Ishigo, one of the few Caucasians to be interned with 100,000 Japanese Americans in 1942. She refused to be separated from her Japanese American husband and lived with him for four years behind barbed wire in the desolate Heart Mountain camp in Wyoming. Her art forms a moving portrait of the lives of internees, the struggle to keep their health, dignity, and hope alive. Academy Award winner for Best Short Documentary. The Hawaii Herald called it "a masterpiece." 28 mins / 1988

DISCOVER KOREA

EM

Here is a series of three video packages prepared for use in elementary and junior high schools. This popular series introduces Korean life as seen through the eyes of Korean schoolchildren. Each video centers on a theme introducing Korean culture and society from different perspectives, and comes with a teacher's manual and poster. Produced by The Asia Society. 25 mins each / 1987

FAMILY AND HOME A visit with a Korean middle school student and his family.

SCHOOL AND COMMUNITY A trip to a Korean school and an opportunity to join in community life.

GEOGRAPHY AND INDUSTRY A guided geographical tour of diverse regions of South Korea emphasizing geography's impact on lifestyle.

AT FACE VALUE: ASIAN IMMIGRANTS IN THE MIDWEST

HCAP

The stories of Asian immigrants in the Midwest have received little exposure in the mainstream media. On the surface, Asian immigrants appear quiet, industrious, and suited to life in small towns across the Midwest. In reality, they sometimes hide their identities and feelings because they fear reprisal from the white majority. Set against disturbing KKK rally footage, this documentary examines the lives and struggles of five people from three different Asian backgrounds. Tony and Kazue Yamasaki of Lafayette, Ind.; Johnny Choi, a football player from suburban Chicago, and Carrie and Courtni Pugh, who grew up in rural Indiana after being adopted from Korea as babies. Directed and produced by Janice Tanaka. 40 mins / 1995

SADAKO AND THE THOUSAND PAPER CRANES

E

Based on a story by Eleanor Coerr, SADAKO is the story of Sadako Sasaki, a two year-old at the time her hometown of Hiroshima was bombed. Until she was 12, Sadako grew strong and healthy. One day at school she felt strange and dizzy. Upon sharing this secret, she was diagnosed as having leukemia, "the atom bomb disease. While she was in the hospital, her closest friend came to visit and told her of the Japanese tradition that if she folded a thousand paper cranes, she would be granted her wish to be well again. With courage, grace and hope, Sadako began folding. Though she was only able to fold 644 cranes before she died, Sadako had a profound impact on the people around her. Friends and classmates completed her thousand cranes and raised money to build a statute to honor Sadako and all the children who died from the effects of the atom bomb. 30 mins / 1991

FAMILY GATHERING

HCAP

FAMILY GATHERING is a personal look at the effects of the World War II evacuation and internment of Japanese-Americans on one family. It is told from the perspective of a third generation Japanese-American who grew up with little awareness of her ethnicity or of the traumas experienced by her family during the 1940s. The film focuses on her grandfather who, after 30 years in the U.S., was arrested by the FBI as a "potentially dangerous" enemy alien after the Japanese attack on Pearl Harbor. Through home movies, family photos, letters, government archive film, FBI documents and present day interviews, the filmmaker examines the circumstances of her grandfather's internment and explores the myths, memories and silences surrounding her family history. "FAMILY GATHERING's humanization of history appeals to educators while its riveting personal story attracts viewers at library programs, senior centers and family life seminars." —Sondra Koontz, Wichita Public Library. 30 mins / 1989

FIRST MOON

HCAP

A film about China's most important and spirited 15-day festival. Shows highlights of each day's activities: firecrackers, adult-size swings, stilt dancing, intricate costumes, parades, family gatherings, ancestor worship, and delicate lanterns. "A beautiful visual presentation of the importance of ritual and ceremony in world cultures." 37 mins / 1985

THE HEART OF THE DRAGON

CA

This series presents a portrait of life in China, exploring the contrasts and contradictions of the oldest continuous civilization on earth as it comes to terms with the modern world. Each episode focuses on a universal activity and profiles the Chinese people themselves, from peasants to factory workers, from party leaders to artists, scientists and millionaires. Top China scholars provide enlightening perspectives for American audiences. 57 mins each / 1984

REMEMBERING An overview of historic and modern China.

CARING Family and neighborhood life and how community problems are addressed by Chinese population.

EATING Methods of food production and use within the context of China's enormous population.

BELIEVING The teachings of Taoism, Buddhism, Confucianism, Marxism and Maoism are examined.

CORRECTING The aim of the Chinese legal system is to restore social harmony.

WORKING A look at the lives of Chinese industrial workers.

LIVING The day-to-day life of a peasant family.

MARRYING The central role of the family, changing status of women and reactions of a rural community to the government's population control policy.

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UNDERSTANDING The relationship between modern science and ancient practices, particularly in the field of medicine.

MEDIATING Focusing on the breakdown of marriage, this episode deals with the Chinese principal of placing the society before the individual.

CREATING Contemporary Chinese art and the historical and philosophical influences that shape it.

TRADING Changing Chinese business attitudes.

JAPAN: WINDOWS TO THE WORLD

M H

This video kit offers a comprehensive look at different countries of the world, bringing to life each country's history, geography, economy and culture. The video is combined with supplemental materials for teacher and student, developed by curriculum specialists, checked by experts on each country and reviewed by experienced teachers. The result is an integrated approach to social studies and world history teaching, combining video, critical thinking guides, fiction and nonfiction bibliography, maps, lesson plans, ideas for student participation and progress tests. The videos and materials reflect up-to-date developments in each country and region while providing an enriching, entertaining learning experience. This program is appropriate for grades 8-12 in any social studies class studying Japan, including world cultures, Asian studies, current events, and world geography. 30 mins / 1989

JAPANESE AMERICAN WOMEN: A SENSE OF PLACE

C A P

Modern Japanese American women reflect on the prevailing image of the polite, docile, exotic Asian woman and their ambivalence about being part of this "model minority." The underlying theme of the documentary is the burden of being different, of experiencing prejudice, and of feeling neither completely Japanese nor completely American. Highly recommended by the ABC Clio video rating guide. 27 mins / 1992

JAPANESE AMERICANS

M H A

In 1868, Japanese began arriving in America illegally to work on Hawaiian pineapple and sugarcane plantations. By 1900, approximately 24,000 Japanese called America home, but their success made the rest of the country nervous, prompting the government to pass legislation limiting Japanese immigration. The Japanese attack on Pearl Harbor caused a crisis for Japanese Americans as the government sent 120,000 to internment camps, completely stripping them of their constitutional rights. Congress formally apologized for the internment and since then Japanese Americans have made significant contributions to American society, especially in the areas of science, medical research and the arts. 30 mins / 1993

JAPAN KIT

KIT, E M H

This kit was assembled as part of the Indiana Humanities Council's ASIA IN US project. It includes a CD-ROM, videos, slides, fiction and non-fiction books, lesson plans, and other information about Japan's history, geography, language, cuisine, and art. 1996

KAGEMUSHA: THE SHADOW WARRIOR

C A P

Shingen, a powerful warlord, has become as legendary as the motto emblazoned on his war banners: "Swift as the wind, silent as the forest, fierce as the fire, immovable as the mountain." As he lies dying, Shingen orders his clan to find a double to replace him—to keep his death secret so that his enemies will not attack. An epic drama of feudal conflict in 16th century Japan, KAGEMUSHA was co-winner of the 1980 Cannes Film Festival. Directed by Akira Kurosawa. 160 mins / 1980

KODO: HEARTBEAT DRUMMERS OF JAPAN

E M H C A P

Kodo, the Japanese word for heartbeat, is the name of a group of young musicians and dancers whose exhilarating performances of traditional and contemporary drumming have captivated the world. Their art takes the form of rigorous physical exercise which keeps their bodies and minds in harmony and provides the stamina necessary for beating the drums. Filmed on Sado Island in the Japan Sea, the video shows the drummers perfecting their music, which moves from gentle rhythm to powerful frenzy. 58 mins / 1983

KOREA

M H A

Produced by the Korea Department of Tourism, this video gives a good overview of modern Korea: its climate, geography, major cities, and arts and culture attractions. 22 mins / 1994

KOREA / SOUTHEAST ASIA KIT

KIT, E M H

This kit was also assembled as part of the Indiana Humanities Council's ASIA IN US project. It includes a wealth of material about Korea, Vietnam, and other Southeast Asian countries. There are books, slides, videos, music CDs, lesson plans, and stories. 1996

KOREA'S CULTURE

M H A

This tourism video covers the wealth of Korean achievement and tradition in arts, leisure, and ceremony: from costumes, architecture, music, archery, engraving, calligraphy and tae kwon do. A good introduction to modern Korea. 15 mins / 1994

KOREAN AMERICANS

M H A

The first Korean migration to America began in the early 1900s when about 100 Koreans landed in Hawaii to work on sugar cane plantations. But 16-hour workdays and inhumane living conditions outraged many of these newcomers, who fled to the mainland. Although they prospered, Korean Americans met with anti-Asian prejudice that reached as high as the federal government, which passed harsh immigration laws, not lifted until 1965. Since then, nearly 1 million Korean Americans have settled in New York, Los Angeles and other cities, revitalizing old communities, empty churches and stagnant commercial districts.

MOUNTAIN IN THE MIND

H C A P

Noted Hong Kong artist Wucius Wong explains the traditional Chinese approach to landscape painting: of the need to create both the essence of nature and the emotion of the artist in contemplating it. "Overall," says Wong, " these paintings capture a sense of timelessness that goes to the very heart of the Chinese vision." The camera follows Wong as he visits a landmark and then paints it from memory in his studio. 28 mins / 1986

OPENING A GATEWAY: THE INDIANAPOLIS MINYO DANCERS

A P

This is a cultural documentary featuring the all-female Japanese folk dancers, the Minyo dancers. The video contains a sample of folk dances and information about the Japanese folk dances in Indiana. Funded by the Indiana Humanities Council. 23 mins / 1997

DIVERSITY & TOLERANCE

AMERICAN TONGUES

HCAP

AMERICAN TONGUES examines the diversity of American culture in a fascinating way: by listening to the different ways Americans talk, and investigating how we feel about each other's speech. This program takes us to the streets and countryside to listen to American English. From Boston Brahmins to Black Louisiana teenagers, from Texas cowboys to New York professionals, AMERICAN TONGUES elicits funny, perceptive, sometimes shocking and always telling comments about our society. "...a true picture of how the people of this country talk—all kinds of people in a full variety. It's an education and a joy."—Frederic G. Cassidy, Chief Editor, The Dictionary of American Regional English. Warning: this video does contain some profanity and racial language. 56 mins / 1989

ARAB AMERICANS

MHA

Starting in the late 19th century, Syrians first left Ottoman-ruled Mt. Lebanon to make their fortune in the New World. A second group of Arab immigrants - educated professionals from such countries as Egypt, Lebanon, and Jordan - arrived after World War II. Dedicated to the cause of Arab nationalism, they sparked a resurgence of ethnic pride among the descendants of the first immigrants, who soon came to share the concern for tensions mounting in the Middle East. Many Arab Americans today feel a sense of responsibility toward their embattled ancestral homelands. 30 mins / 1993

BEHIND THE MASK

E

Using artwork created by children and a script based on their perceptions of the world around them, this imaginative, energetic film is a simple exploration of people and the similarities that unite us all. Designed with children in the early elementary grades, the film develops an understanding of the manifestations of prejudice and teaches an appreciation of difference. 8 mins / 1986

BETWEEN TWO WORLDS: THE HMONG SHAMAN IN AMERICA

CA

Many of the more than 60,000 Hmong refugees who have been transplanted from agrarian mountain villages in northern Laos to the United States, have resettled in high-rise tenements in Chicago and other cities throughout the United States. With them they bring their ancient shamanic rituals and ceremonies. This documentary captures a rare and dramatic look at the Hmong shaman whose ancient rituals (performed for destroying evil spirits and healing the sick) are juxtaposed against the modern lifestyles of urban America. Shamanic practice is also compared with similar Native American traditions. 28 mins / 1986

BUSINESS AS USUAL

HCA

This film features a group of disabled people who run a productive furniture factory in Jamaica. It stands as an example of how people with limited sight, hearing or training can achieve productivity in the marketplace. 39 mins/ 1994

COMMON THREADS: STORIES FROM THE QUILT

HCAP

In less than a decade, the number of Americans with AIDS has risen from five to 100,000 and more than 59,000 people have died of the disease. In response to this tragic loss, the NAMES project in San Francisco established the AIDS Memorial Quilt in 1987 to commemorate the lives lost to AIDS. The quilt is a starting point for COMMON THREADS, a powerful documentary feature focusing on five individuals who died of AIDS—including an IV drug user, a former Olympic decathlon star and a boy with hemophilia whose stories reflect the diversity and common tragedy of those who have died of AIDS. Through interviews, photographs, home movies and other remembrances, the film celebrates their unique personalities and achievements, interweaving these personal histories with an objective, yet pointed chronology of the epidemic's development. 80 mins / 1990

CULTURE

HCA

Using a sociological perspective, this program defines the concept of culture and explains that various cultural practices and beliefs occur within historical and environmental contexts. The video portrays cultural diversity in the U.S., showing that different subcultures and cultural expressions address human needs. 30 mins / 1991

ESKIMOS: A CHANGING CULTURE

M

Despite many technological and material changes, the resources of modern Cup'ik Eskimos are the same as their ancestors, and they still depend on ancient knowledge that helps them adapt to their environment. They are subsistence hunters and fishers, living on geese, clams, seals, and reindeer. Much of their food and clothing still comes directly from nature. Even international groups that try to control the killing of whales, seals and walrus recognize that subsistence living Eskimos must retain their traditional ocean rights in order to survive. Viewers from an industrial society will be challenged to imagine procuring their own food every day, and depending directly on skills to navigate through nature. A useful film for junior high audiences. 32 mins / 1992

EXPLORING OCEANIA

KIT, E M

This is a kit created by teacher Ann Heintzelman and media specialist Gwen Tetrick at Daleville Elementary School in Delaware County, with an International Awareness Grant from the Indiana Humanities Council. This school launched a major effort to study the group of islands off the Australian coast. Included in the kit is a slide show showing Oceanic culture and wildlife, a timeline, student art work, a video, and a bibliography. 1995

FACING THE FACADE

HCAP

This provocative documentary examines the experience of black students on predominantly white college campuses and how they cope with feelings of alienation, frustration, and discrimination. Colleges throughout the U.S. today face racial unrest among their students and an increase in racist incidents. FACING THE FACADE interviews eight young black men and women enrolled at Indiana University Bloomington. Although these students come from a wide variety of backgrounds, they all speak frankly—out of a sense of disappointment, sometimes bitterly, but often with a sense of humor about their 'minority' status on campus, the persistence of racist attitudes among fellow students and even some instructors, as well as other controversial issues such as racial separatism, integration, black studies programs, sexism, and prejudices within their own community based on language, behavior, and dress styles. The film will stimulate wider discussion among both white and black on the topic of racial awareness and sensitivity on campuses. 55 mins / 1994

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FILIPINO AMERICANS: DISCOVERING THEIR PAST FOR THE FUTURE

HCAP

What does the average American know about Filipinos who've been in this country for more than 400 years? This is a story that has never been told. It's rich United States history, says Fred Cordova, historian. This is the first in-depth documentary about the oldest and one of the largest Asian American ethnic groups in the U.S. From the California coast in 1587 and Louisiana bayous in 1763, unsung Filipino American men and women in universities, Hawaiian plantations, migrant farms, Alaskan fish canneries, and the U.S. Armed Forces have contributed to the American way of life. With interviews and photos, this story is told. 54 mins / 1994

FOR ANGELA

MA

FOR ANGELA is a story about a racial assault that could have been ruinous, but instead it was empowering. Rhonda Gordon (played by Tina Keeper) and her daughter Angela (played by Tiffany Peters) didn't want a confrontation, they didn't want a fight, but they did want their dignity. A bus ride changed their lives, but in a way no one could have foreseen. Rhonda's courageous stand against ignorance and prejudice is "for Angela." 22 mins / 1993

GENDER: THE ENDURING PARADOX

CAP

One of the greatest mysteries of life is the "tense harmony" between males and females. This wide-ranging documentary, produced by the Smithsonian, outlines the biological, social, and cultural factors that influence gender roles. Using historical footage, interviews with scientists and artists, and cross-cultural data, GENDER approaches some of the great human questions about gender. For instance, why does each sex seem to think the other is more powerful? Is the trauma of fighting a war (a traditional male role) comparable to a woman's trauma of giving birth? A diversity of perspectives makes this film especially enlightening. 58 mins / 1991

GERMAN AMERICANS

MHA

German Americans were one of the earliest groups of immigrants to America. Looking to escape war, poverty, and religious persecution many settled in Virginia and New York as early as the 1600s. Skilled farmers, weavers, carpenters and clockmakers, they fought for their new homeland in the Revolutionary War, opposed slavery and fought for the Union in the Civil War. During World Wars I and II, German Americans faced much hysteria from other Americans, but by 1945, 560,000 German refugees had arrived in the U.S. to escape persecution, making them the second largest immigrant group in America today.

GREEK AMERICANS

MHA

During the nineteenth century, large numbers of Greeks began to immigrate to the United States to overcome economic hardship or escape mandatory military service. Though many were raised as farmers, new arrivals tended to gather in large cities where industry jobs were available. Greek Americans formed tightly-knit communities in which the Greek Orthodox Church played an important role in maintaining their religious, social and cultural identity. Greek Americans have made significant contributions to American society, particularly in the areas of politics, architecture and theater, and have shown tremendous economic success, finding ways to begin anew and thrive in a different culture. 30 mins / 1993

IRISH AMERICANS

MHA

Irish Americans began immigrating to America in the early 1800s. Primarily Catholics, they were not allowed to own land in Ireland without first converting to Protestantism. A second wave of immigrants came to North America when Ireland was experiencing a great potato famine. During the Civil War, many Irish American soldiers were decorated for their service, and by the late 1800s Irish Americans had become a part of mainstream America, advancing both economically and politically. The ongoing conflict in Northern Ireland has provided a source of solidarity among Irish Americans and annual St. Patrick's Day parades bring Irish Americans together.

ITALIAN AMERICANS

MHA

In 1820, America accepted the first Italian immigrants, many of whom settled in New York, Boston, Philadelphia, Chicago and California. Like other immigrant groups, Italian Americans faced many obstacles, and soon created tightly knit neighborhoods called "Little Italy" where Catholicism still plays a significant role. Italian Americans have made important contributions in both American industry and culture, and today they make up 6% of the U.S. population, having become a vital piece of the American tapestry while maintaining their cultural heritage. 30 mins / 1993

LIFE IN THE AMAZON

EMA

The Huni Kui live deep in the Amazonian rain forest in harmony with their environment. They are a free society who follow the rhythms of the seasons, the rain, the river, the feasts, and the farming. Through the eyes of a young boy, we meet the South American tribe that seems to be untouched by modern society. 24 mins / 1994

LIGHT IN DARK: UNDERSTANDING BLINDNESS

KIT, EM

Here's a binder full of information to help seeing people imagine the lives of the visually impaired. Prepared by the Indiana School for the Blind with a grant from the Indiana Humanities Council, this booklet contains a history of the School for the Blind, information about eye physiology, lessons on Braille, a bibliography, handouts, activities, and even a McDonald's menu in Braille. 1997

MULTICULTURAL PEOPLES OF NORTH AMERICA SERIES

MHA

This compelling series celebrates the heritage of fifteen different cultural groups, tracing the history of their emigration to North America, their unique traditions and their significant contributions. Viewers take a special look inside a family from each culture, meeting three generations who share their memories of their country of origin, their motivations for journeying to North America, the importance of cultural identity, how it is maintained and how it changes. Interviews with leading historians examine the impact of each ethnic group on the growth of the U.S. and Canada and the effects of contemporary immigration policies. 30 mins each / 1993

AFRICAN AMERICANS
THE AMISH
ARAB AMERICANS
CENTRAL AMERICANS
CHINESE AMERICANS
GERMAN AMERICANS
GREEK AMERICANS
IRISH AMERICANS
ITALIAN AMERICANS
JAPANESE AMERICANS
JEWISH AMERICANS
KOREAN AMERICANS
MEXICAN AMERICANS
POLISH AMERICANS
PUERTO RICAN AMERICANS

NOT IN OUR TOWN

EMHCAP

NOT IN OUR TOWN is the story of how the residents of Billings, Montana dealt with gross displays of racism. In 1992, hate groups plastered slurs on the home of a Native American woman and hurled bricks through the window of a Jewish boy's bedroom. These acts might have been ignored. But smart activists mobilized the painters union to paint over the vandalism

"We can erase the damaging words on the house," said one painter, "but how do you erase a child's memory?" The solidarity the residents showed—and the risk they took in supporting the victims—is genuinely inspiring. One of many pearls of wisdom uttered by common people in this film include the idea that the displays of support themselves will not resolve racism, but the daily reinforcement that racist behavior is unacceptable, will. Teacher's guide available. 30 mins / 1994

POLISH AMERICANS

M H A

Great numbers of Polish immigrants traveled to America during the time of the American Revolution and hundreds of thousands came during the periods of European instability that followed. Settling in the northeastern and midwestern parts of the U.S., Polish Americans went to work in mines, factories, refineries, foundries and in construction. Though victims of discrimination, many came to run successful businesses over time. Like many other groups, Polish Americans lost much of their ethnic awareness as they became wealthier and more Americanized, but today they attempt to recapture it through education and by encouraging Polish pride. 30 mins / 1993

THE PSYCHOLOGY OF NEO-NAZISM

H C A

The Holocaust is the most intense expression of evil in our century: denial that the Holocaust existed is one of the tenets of neo-Nazism. In this shocking documentary, four young, articulate neo-Nazis form England, France, Austria, and Germany travel across Europe. In Cafe, at rallies, and on trains, they talk about themselves, their love of Hitler, and their disbelief in the Holocaust. In Berlin, they are unexpectedly asked to go to Auschwitz, a place whose existence they mock. Upon meeting a survivor, they shout, "Who cares today?" and for seven uncut minutes argue about the Holocaust. The neo-Nazis finally walk away, and the camera visits the crematorium. "People went in," says the witness, "but they didn't come out. Now ask these chaps, where are they?" 52 mins / 1994

RACE & ETHNICITY

H C A

This film shows the difference between prejudice, discrimination, and racism using historical and current examples. The effects of prejudice & discrimination through the eyes of Asian, Hispanic and African-American families are explored concisely. 30 mins / 1991

STARTING SMALL

C A P

STARTING SMALL visits five early childhood programs in which teachers and children are building classroom communities that promise a brighter future for all of us. Through documentary footage, teacher interviews and commentary from child development experts, viewers learn why more and more early childhood educators have come to recognize that teaching tolerance outright in the curriculum is as fundamental and far-reaching as teaching children how to read. 58 mins / 1997

TALK TO ME: AMERICANS IN CONVERSATION

H C A P

This video explores what it means to be American. Produced in conjunction with the National Endowment for the Humanities' "National Conversation on American Pluralism and Identity," the film includes interviews with journalists, authors, and everyday folks in diverse regions of the country. What holds us together? What pulls us apart? What is our common ground? The film is a patchwork quilt, a road movie through American history, according to director Andrea Simon. Folk art, quilts, Star Trek, and Poltergeist figure into this menagerie of Americana. Writes Ray Richmond of The Daily Variety: "TALK TO ME stylishly illustrates the diversity in heritage and outlook that is our nation's very backbone." Excellent for encouraging among people of all ages a consciousness of our American-ness. See also: TOWARD A MORE PERFECT UNION, a shorter film to be used as a discussion starter for this film. 60 mins / 1996

TOWARD A MORE PERFECT UNION: AN INVITATION TO CONVERSATION

M H C A P

This is video serves as a discussion starter for the longer film TALK TO ME. TOWARD A MORE PERFECT UNION features a lively mix of archival materials, American popular culture from handmade quilts to "Star Trek" and on-camera interviews with thoughtful, plain-speaking people—writers, historians and everyday folks from communities around the country, who share their own experiences and reflect on what it means to be an American today. Specially designed to stimulate conversation, the video is divided into four segments and includes a discussion guide. 1. Starting where we are: Who are we? 2. Bonds and Boundaries: What is community? 3. The Idea of America: What ties us together? 4. Making a Difference: What would be a more perfect union? 22 mins / 1996

UNDERSTANDING PREJUDICE: GRIPES AND COMMON GROUND

H C A P

Here is a handy video for laying the framework for a classroom or public discussion of prejudice, discrimination, and racism. The most startling character in Understanding Prejudice is self-proclaimed separatist William Pierce, who declares multiculturalism a disaster and stereotypes good. To balance his views, we hear from an ACLU staffer, a white female sociologist, a Latina scholar, a militia member, a gay activist, a deaf man, and an NAACP leader. A prismatic picture emerges, guiding students to consider all points of view. Some provocative images are used, namely footage of executions during the Vietnam War. Above all, this video should encourage people to sort through their own attitudes toward prejudice. 50 mins / 1996

WHITEWASH

E

This disarming animated film follows the experience of a young African-American girl's disturbing experience of an act of racial hatred. The film portrays the aftermath of emotions following such an event: humiliation, shame, rage. The film's straightforward depiction of the event is disturbing but unforgettable. 30 mins / 1995

THE AMISH

M H A

The Amish emigrated from Europe to America in 1693 to find religious freedom. Devout Christians, they settled primarily in Lancaster, Pennsylvania, but also now reside in Ohio, Indiana and parts of Canada. Service to God is the most important aspect of Amish life, and they believe that technological progress only increases worldly temptation. Ironically, their simple way of life has spawned a multi-million dollar tourist industry rampant with commercialism. This program examines their values, their work ethic, their opinion of the tourists they attract and their ability to sustain their cultural and religious beliefs in a world different from their own. 30 mins / 1993

VISIBLE EMPIRE: THE KU KLUX KLAN IN INDIANA

M H C A

This documentary, based in large part on William Lutholtz's biography of D.C. Stephenson, Grand Dragon, deals with the rise and fall of the Ku Klux Klan in Indiana during the 1920s. It features interviews with historical experts and ordinary citizens whose lives and families were affected by the Klan. Remarkable archival footage and still photos recreate the 1920s in Indiana—a period when it is estimated one of every three men in the state belonged to the Klan, an organization that campaigned on "100% pure Americanism" but ran a silent but deadly campaign against immigrants. 60 mins / 1993

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AUSCHWITZ: IF YOU CRIED, YOU DIED

HCAP

AUSCHWITZ: IF YOU CRIED, YOU DIED chronicles the journey of two holocaust survivors as they revisit the hell they knew as Auschwitz concentration camp. Through the candid, heartfelt comments of the two men, combined with sometimes shocking visuals, the viewer sees the truth of the Holocaust and becomes aware of the dangers of prejudice. 28 mins / 1991

HERITAGE: CIVILIZATION AND THE JEWS

CA

The history of the Jews is a history of involvement: with Near Eastern and Classical civilization in the Biblical Period, with Christendom and Islam in the Middle Ages, with nations all over the Earth in modern times. It is a history as old as civilization itself. A 9-part series, HERITAGE explores the Jewish experience over a span of 3,000 years. 60 mins each / 1984

Program 1: A People is Born (3500 B.C.E to 6th century): The Flood Story; Judges to Kings.

Program 2: The Power of The Word (6th century B.C.E. to 2nd century B.C.E.): Restoration in the Land of Israel; Under Roman Rule.

Program 3: The Shaping of Traditions (1st to 9th centuries): Judaism and Christianity; Jewish Society Under Islam.

Program 4: The Crucible of Europe (9th to 15th centuries): The Jews in Spain and Northern Europe; Jewish Community and Culture.

Program 5: The Search for Deliverance (1492-1789): The Expulsion from Spain; The Zenith of Polish Jewry.

Program 6: Roads From the Ghetto (1789-1917): The French Revolution; The Challenge of Religious Readjustment.

Program 7: The Golden Land (1654-1932): The Colonial Jew; The German-Jewish Experience.

Program 8: Out of The Ashes (1917-1945): The Age of Assimilation; Nazi Germany and the Holocaust.

Program 9: Into The Future (1945-1984): Israel; Oppressed Jewry; In the Western World.

IN THE MONTH OF KISLEV

E

A wealthy, arrogant merchant learns the true meaning of Hanukkah when he takes the family of a poor peddler to court for savoring the smell of his wife's potato pancakes outside their window. Illustrations from the book by Nina Jaffe are used in this iconographic tale of generosity and fortitude. Along the way, young viewers will learn about Jewish holiday traditions. Includes a curriculum guide. 12 mins / 1994

JEWISH AMERICANS

MHA

Jews first arrived in America in the 1650s and thousands followed in three large waves over the next 300 years, fleeing discrimination and religious persecution in Europe and the Middle East. Settling in parts of New York, Chicago, Philadelphia, Cleveland and St. Louis, they were known as extremely hard-working people whose faith sustained and motivated them. In the late 1800s many American Jews began to organize to promote political change, forming labor unions and improving working conditions. In America today, Jews practice three different forms of Judaism: Orthodox, conservative and Reform. 30 mins / 1993

THE LIFE OF ANNE FRANK

MHCAP

This program tells the story of Anne Frank through quotations from her famous diary, pictures of her hiding places, photos from the Frank family album, and historical documentary footage. Historical background is provided on Germany, Frank's birthplace in 1929; anti-Semitism in Nazi Germany; the flight of the Frank family to Holland, and the Franks' secret existence until they were betrayed and Anne was deported to Bergen-Belsen. Awarded a Blue Ribbon at the American Film & Video Festival. Excellent for upper elementary students. 25 mins / 1991

LODZ GHETTO

CA

LODZ GHETTO was meticulously assembled from secret diaries and clandestine photographs hidden away under threat of death so that we would know what the people of the ghetto endured. The film demands its viewers' attention. It crosses though time, bringing us into the past by mixing modern and historical footage into a seamless reality. This intimate view of the greatest tragedy of our time is also inspirational limits poignant images of daily life among people who refused to give up their love of family or to stifle their drives to think and create. 118 mins / 1989

THE LUCKY ONES

HCAP

It was said that the only way out of Buchenwald was through the chimneys of the crematorium, but 168 Allied airmen were the lucky ones. In the summer of 1944, as Allied forces closed in on Nazi-occupied Paris, a desperate Gestapo shipped 168 captive Allies airmen to the depths of Nazi Germany. There they were sent, not to a prisoner-of-war camp, as sanctioned by international law, but to Buchenwald, a Nazi concentration camp notorious for its crematorium and human medical experiments. As they were stripped, sheared and forced into showers, the airmen wondered whether they were next in line to be gassed. Instead, they were amongst the "lucky ones" who remained alive and became witnesses to one of history's worst crimes against humanity. Fifty years later, these unlikely witnesses to one of history's worst atrocities share their personal stories of life before, during and after Buchenwald. 46 mins / 1994

SHOAH

CA

Claude Lanzmann's epic documentary is a direct confrontation with the people of the Holocaust, with those who were there. It is a series of extensive interviews with participants some thirty to forty years after the event. Victims, bystanders and persecutors recount their sides of the story in a completely candid manner, without any director's tricks. Most of the people interviewed are in their own settings. There are even group interviews where the dynamics of the group lead to spontaneous exchanges which may not have occurred during a one-on-one interview. Viewer's Guide enclosed. 9 ½ hours / 1985

WALL OF SILENCE

CAP

Wall of Silence chronicles a small event of the Holocaust in the closing days of the War in the Austrian border town of Rechnitz. In March 1945, with the Red Army closing in, Hungarian Jews, spared from Auschwitz to serve as slave laborers, were murdered en-masse one night in a drunken orgy by German Austrian revelers. Hungarian Jews were taken from their quarters in the cellar dungeon of the town's castle to a spot near a Christian monument. There they were

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forced to reenact the other way Jews were murdered, by digging their own graves and then being shot. **Wall of Silence** shows the contention between holocaust survivor Isador Sandorffy, who wants to find the location of he mass grave in order to give these Jews a proper burial , and the people Rechnitz who give misinformation, and object to the search. This film is really about those who did the killings and their silent allies who cannot admit their guilt and complicity in this most terrible event in history. 59 mins / 1995

WE MUST NEVER FORGET

E M H

This video is useful for introducing the Holocaust to fourth through ninth graders. The incredulity of the atrocity, the loss of family members, and the living memories are made accessible in WE MUST NEVER FORGET. Archival photos, interview with survivor Rosa Katz, and a crisp narrative combine to remind students of the destructive forces of hate and bigotry. Teacher's Resource Guide included. 35 mins / 1994

WE MUST REMEMBER

C A

Oral histories of the Holocaust recounted by Fort Wayne survivors are introduced by Dr. Alvin Rosenfeld, director of the Jewish Studies program at Indiana University. 51 mins / 1991

NUMBER OUR DAYS

C A P

This compassionate look at a California community of elderly Eastern European Jews shows how they sustain a vivid cultural heritage while contending with poverty and loneliness in modern America. "In its brief time, NUMBER OUR DAYS reaches the heart like few films of any length..."—L. A. Times. 29 mins / 1991

JEWISH IMMIGRANTS This episode focuses on the diverse culture of the many aspects of Indianapolis different Jewish factions, examining the many business contributions and holiday traditions. The episode also features Holocaust survivors who reflect on their experience. 30 mins / 1989

ART AND ARCHITECTURE OF PRECOLUMBIAN MEXICO

E M

The cultures of ancient Mexico were full of both vibrancy and violence. This program examines the Olmecs, the Zapotecs, Aztecs, and other indigenous Indian cultures that thrived in sixteenth century Mesoamerica. The magnificence of their temples, farming methods, sporting games, and solar calendars balance their religious practices of human sacrifices. Buildings, rituals, and artifacts illuminate these precolumbian cultures. A teacher's manual, workbook, and poster are included. 23 mins / 1994

ART AND REVOLUTION IN MEXICO

C A

Nowhere but in Mexico has history been painted as superbly; nowhere else have outspokenly polemical painters, like Rivera and Siqueiros, produced such great art. The art of revolution of art seem, in this time and place, to have nurtured one another. Text by Octavio Paz. 51 mins / 1993

BRAZIL EXPERIENCE

M H A

Dance to the rhythm of Brazil's hottest percussion group...play a game of soccer on the beach...float down the Amazon during a rainstorm...scale a palm tree...try your hand at capoiera, a combination of martial arts and acrobatics...experience Brazil! 47 mins / 1995

THE BURIED MIRROR

C A

A five-volume sweeping look at the past and present of Latin America, hosted by Carlos Fuentes. 59 mins each / 1991

THE VIRGIN AND THE BULL Best-selling Mexican author Fuentes looks for his forebears in the mix of people that created Latin America: Spanish, Arab, Jewish, Indian, and African. He asks what is unique in their culture that is cause for celebration in the 500th anniversary year of Columbus. His quest takes him from the quayside at Vera Cruz "where the Mediterranean comes to an end in the Caribbean" back to the dark caves of Altamirea, the harsh sunlight of the bullring, and the stamping feet of the flamenco dancer.

CONFLICT OF THE GODS In his lifetime, Fuentes has witnessed the rediscovery of the ancient Aztec temples beneath the central square of modern Mexico City. "So we found out that what we thought was dead was really alive." He retraces the Indian world through their magnificent pyramids and sculptures, a world of precise astronomy and human sacrifice, serenity and violence. The return of their blond, exiled god was forecast for the very year Cortes reached their shores.

THE AGE OF GOLD . The New World bought Spain (and ultimately Europe) enormous treasures: gold, silver, chocolate, tomatoes, potatoes. Yet Spain's most powerful ruler, Philip II, lived in austere solitude in a cell-like study. He sought to protect the Catholic faith, while the Spanish author Cervantes questioned all values in Don Quixote, the prototype of the modern novel. Courtly painters and Baroque style vaulted the Atlantic and celebrated its transformation into a tool for Indian fantasy in the magnificent churches of Potosi and Ocotlan.

THE PRICE OF FREEDOM Every year, a million Mexicans gather in the great central square of their capital to celebrate El Grito, the cry for Independence. Fuentes crosses the Andes in the steps of Bolivar and San Martin. The liberators succeeded n throwing off the Spanish yoke, but they found it harder to establish a just society. For the gaucho there was the consolation of the open spaces, the mountains, and the plains. And for those crowding into the new cities like Buenos Aires, there was the tango, a sad thought that can be danced.

UNFINISHED BUSINESS Spain, Latin America, the Hispanic communities in the U.S.: all have undergone enormous changes in this century. Within the lifetime of those born now, half the population of the U.S. will be Spanish speaking. Every year, half a million brave the border patrols to enter the States illegally. "They are looking for the Gringo gold, but also bringing the Latino gold," Carlos Fuentes observes. Hispanic immigrants contribute a wealth of tradition: diverse cultural creativity in art, music, and dace, respect for family ties—distinct hallmarks of the Spanish-speaking world.

CENTRAL AMERICANS

M H A

Poverty, political unrest and oppression compel many Central Americans to emigrate as refugees from Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. Regardless of the expense and danger of the trip (made mostly on foot), as well as the restrictive immigration policies, more than 1 million Salvadorans and Guatemalans alone now live in the U.S., seeking freedom and economic opportunity. Though many live below the poverty level, in constant fear of detection by immigration authorities, their determination and courage enable them to endure. 30 mins / 1993

LA OFRENDA: THE DAYS OF THE DEAD

M H C A P

The study of holiday ritual in any culture is an excellent way to pull young people into multiculturalism. In Mexican culture, the Days of the Dead in early November acknowledge friends and family who have died. La Ofrenda ("the offering") refers to the gifts of flowers, fruit and candy that Mexicans arrange at altars designed to welcome the spirit of the deceased back to the community. "Los dias de los muertos" has all the panache of Halloween and all the joy of Easter, serving as "a playful reminder of our fearful end." This film shows the cathartic purposes of this holiday, while leaving its mystery and irony intact. Narration is spare, and English subtitles are plentiful. LA OFRENDA also invites a comparison of how death is dealt with in various cultures. By any measure, a fantastical and festive film. 50 mins / 1989

LUIS RODRIGUEZ: ALWAYS RUNNING

M H A

Luis Rodriguez, award-winning poet and social critic, recounts the story of his youth in a gang in East Los Angeles with a group of students from Manual High School in Indianapolis. Rodriguez, whose memoir Always Running provides a vivid account of gang life, describes his barrio youth, and how literature served as a way out of the cycle of self-destructive behavior. He provides insights into why young people are drawn to gang life and the action he thinks communities and young people must take to break the recurring pattern of violence. 30 mins / 1994

MEXICAN AMERICANS

M H A

A concise overview of the history of the Mexican people from the "Multicultural Peoples of North America" series. Starting from the Spanish conquest of the Aztec people in 1521, this video covers the Mexico-U.S. battle over Texas and the southwestern United States. This land seizure created the problem of the "border crossing the people" rather than the people crossing the border for the Mexicans who

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already lived in what is now California. The many that remained after the territory was claimed by the U.S. contributed their hard labor to the building of America and are now 5% of the population. Prominent Mexican Americans are highlighted and a modern Mexican family discusses the continuing of Mexican musical tradition. 30 mins / 1993

THE MEXICANS THROUGH THEIR EYES

H C A P

A National Geographic special examines the mosaic of modern Mexico through the eyes of its Indians, peasants, artists, and philosophers. As they work to save an endangered habitat, the Mexicans draw on the rich legacy of their pre-Hispanic past to shape their future. 59 mins / 1990

MEXICO: THE NATION

E M H A P

Contemporary Mexican economics, industry, and geography is reviewed in this program. Viewers will see how rapidly growing Mexico City and smaller villages are preparing for the future. The tension between traditional customs and sophisticated urbanity informs Mexico's modern identity. From the racial backgrounds of Mexican citizens, to topography and class status, diversity and contrast can be found in every aspect of Mexican life. 23 mins / 1993

MEXICO: YESTERDAY AND TODAY

M H A

This video is a terse overview of Mexico as perceived by its Central American neighbors. Its geography and ancient past are reviewed, plus the Spanish conquest, colonial era, independence, development, and revolution. The history focuses on Mexico's unique blend of Native American and Spanish influences. The video concludes with a look at Mexico's challenges: rapid population growth, class divisions, debt, and environmental degradation, with an eye toward a more democratic future. The companion teacher's guide provides activity sheets and questions. 20 mins / 1993

NO NOS TIENTES

H C A P

NO NOS TIENTES is the proud and urgent voice of Guatemalan student protest. Shot in urban ghettos, rural villages and jungle encampments, this documentary reveals the immediate and personal struggle of a cross-section of the country's population. For 40 years, a brutal civil war has raged in Guatemala. Poverty, indiscriminate violence by death squads and military dictatorship have bred a culture of fear. Impassioned by their youth and made bold by their solidarity, vanguard of change. By situating the current struggle within a context of developing political action, this documentary provides a unique engagement within an ongoing process of social transformation. 52 mins / 1992

PUERTO RICAN AMERICANS

M H A

Beginning with the first few nationalist refugees of the late 19th century and continuing with the thousands of laborers who flocked to the mainland after World War II, the Puerto Rican people have had a significant impact on contemporary life in the United States. Their impact is felt in the arts, in sports and in politics. Though Puerto Ricans face no legal barriers in migrating to the continental United States, many find it difficult to assimilate into the mainstream of U.S. society because they have often experienced the ravages of racial, cultural and linguistic discrimination. 30 mins / 1993

SIXTEENTH CENTURY PERCEPTIONS OF LATIN AMERICANS: CIVIL OR SAVAGE?

C A

This program shows how value judgments mar history by creating misperceptions that can linger for centuries. The viewer witnesses such a case in the cultural encounter between Europeans and Latin American Indians. The attitudes that perpetuated the myths associated with the age of discovery are revealed as revisionist narrative and images examine the symbolism in early maps and iconography. 27 mins / 1988

THE FRESCOES OF DIEGO RIVERA

C A P

An artist must be the conscience of his age. So said Diego Rivera, leader of the Mexican mural movement of the 1920s and 30s. This program explores Rivera's art and politics and their inextricability, capturing the largesse of his attitude toward life and art. 35 mins / 1988

FRIDA KAHLO

H C A P

Kahlo is the artist who brought surrealism to Mexico. Her paintings—literal interpretations of dreams, desires, and loss—haunt us still. Her art reflects her constant struggle with her ravaged body (the result of a terrible accident as a teenager), and a culture with an ambivalent attitude toward a woman with a mind of her own. Her marriage to Diego Rivera also influenced her work. (Some of Kahlo's work contains explicit imagery...please preview prior to public exhibition). 62 mins / 1998

PERU: ENIGMA OF THE RUINS

C A

Before the ascent of the Inca empire, ancient and enigmatic civilizations thrived along Peru's coastal deserts. The ruins of the city of Chan Chan and the religious center of Pakatnamu bear silent witness to one of these civilizations, the great Chimu culture, known for its elaborate textiles and pottery. But perhaps the most stunning achievement of the Chimu was their ability to harvest crops on expansive tracts of land that today are barren sand. We know that they accomplished this through a highly sophisticated network of irrigation canals. But how could a "primitive" society employ such advanced technology yet leave no evidence of a written language? MYSTERIES OF PERU explores these questions with archaeological clues. 50 mins / 1985

THE MONKEY PEOPLE (SOUTH AMERICA) Deep in the endless rain forests of the Amazon jungle there lived a village of very lazy people whose greatest wish was to lie peacefully in their hammocks and think great thoughts. One day a strange man arrives who is able to create monkeys that do absolutely everything for them. Needless to say, their wish is granted, but not without troubling results. Told by Raul Julia; music by Lee Ritenour.

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AMERINDIAN LEGACY

EM

This film highlights the historic contributions of Native Americans to today's foodways, economy, medicines, and governmental philosophies. Cultures that European explorers thought "primitive" at first glance actually exhibited sophisticated and innovative uses of foods and natural resources that are still in use today. Indian lifeways are explored and compared to those of other cultures. Viewers will learn about the agricultural and economic practices originated by Indians that benefited the world. 29 mins / 1992

ANCIENT AMERICA SERIES

HCAP

A series of videos about the geographically distinct Native American tribes of the North American continent. 60 mins each / 1995

INDIANS OF THE EASTERN WOODLANDS The world of the Eastern Woodland Indians comes to life in this video. Viewers will discover the mysterious Effigy Mounds, which reveal the shapes of animals only visible from the air; examine the complex road systems built in the Ohio Valley—even though the wheel was not in use; investigate the ancient structure called Woodhenge, similar to England's Stonehenge, which predicted celestial events; see 100 foot-high Monks Mound which took laborers 300 years to build.

THE INDIANS OF THE NORTHWEST In this program, viewers an discover the origins of the totem pole, and see how it became a universal symbol of Indian culture; examine the Indian legends passed down through the ages-like the story of Mt. Mazama's eruption over 7,000 years ago; retrace the roots of Ming Dynasty porcelains found in prehistoric villages, suggesting a link with China predating arrival of the first Europeans; learn about tribes such as the fierce Haida, who traveled hundreds of miles by sea to raid Puget Sound villages; marvel at the prosperity of the tribes who revered wealth and status.\

INDIANS OF THE SOUTHWEST

Viewers of all ages can observe the Anasazi's thriving civilization built with one simple tool-a digging stick; visit the impressive city of Chimney Rocks, built on top of an 8,000 foot-high mountain; examine the routes of the Hohokam's sophisticated canal and irrigation systems, still in use today; and admire the artwork of the Mimbres, Salado, and Anasazi people, master potters of the Americas.

NOMADIC INDIANS OF THE WEST

In this program about the Plains Indians, viewers will visit Bighorn Range to see the ancient Medicine Wheel, used as a ceremonial site and an astronomical observatory; see how Indians of the Great Basin adapted as ancient ice age lakes disappeared; discover how the Indians used the stars to help navigate the vast plains; learn how the Plains Indians invented smoke signals to send messages ovel great distances; and study the origin of sign language which was used in trade negotiations by tribes that spoke hundreds of different languages.

CROW DOG'S PARADISE

CA

This film is a coherent expression of Native American culture...useful for anthropology, sociology and American history. Set against the background of the Rosebud Sioux Reservation in South Dakota, this film portrays the values, beliefs and rituals of Henry Crow Dog, a traditional Lakota Sioux medicine man. 28 mins / 1988

THE GREAT ENCOUNTER

HCAP

Witness the struggles of the early English colonists of Roanoke Island, the Chesapeake Bay area, and the Pilgrim settlements of Massachusetts, as they fought to establish dominion over the land. Then contrast the European wilderness encounters with the spiritual beliefs of the Cherokee and Powhatan Indians who recognized seasonal rhythms and respected wildlife. 60 mins / 1992

HOPI PROPHECY

HCA

Handed down through ritual and chant long before it was recorded in the petroglyphs explained to us here, the Hopi prophecy centers on the belief that humans must live in peace and harmony with the natural world. The Hopi prophecy has prevailed through centuries of attempted extermination, isolation, and industrialization. In this program, tribal elders perform the chants and explain their hope that humankind can turn away from its own destruction. 24 mins / 1994

I AM DIFFERENT FROM MY BROTHER

EM

This tape by Native American director Tony Charles records the events surrounding the Name-Giving Ceremony for three Dakota siblings, Winona, Jody and Hep Little Crow. Prior to the ceremony, the children are instructed in family history and Dakota culture and are visited by the revered Keeper of the Pipe who will preside over this important rite of passage. On the appointed day, the Keeper of the Pipe addresses the people assembled, prays to the four directions, and asks for counsel from the ancestors. The celebration includes singing, dancing, traditional distribution of gifts, and a communal meal. Suited for elementary and junior high. 20 mins / 1981

IN THE WHITE MAN'S IMAGE

HCAP

Discover the tragic long-term consequences of attempts to "civilize" Native Americans in the 1870 at the Carlisle School for Indians. The ambitious experiment—a form of cultural genocide—involved teaching the Indians to write and read English, putting them in uniform, and drilling them like soldiers. "Kill the Indian and save the man" was the school's motto. Native Americans who attended the schools, which continued into the 1930s, help tell the story of a humanist experiment gone bad and its consequences for generations of Indians. 60 mins / 1991

INUIT KIDS

EMHA

This quiet, gentle film illustrates modern life in the Arctic through portraits of two 13-year-old Inuit (Eskimo) boys. Jeffrey lives in Igloolik, an island settlement in the Northwest Territories of Canada. He speaks English and Inukitut and attends school. In contrast, Peter speaks only Inukitut. Home is a remote outcamp where he and his family adhere to traditional ways and survive by hunting, fishing, and sealing. With study guide, suited for elementary, junior high, and high school. 15 mins / 1986

LACROSSE: THE CREATOR'S GAME

MHA

This video documents the history of this unexpectedly beautiful sport. The beauty of lacrosse, says the video, is its combination of speed, power, and intricacy—which took on spiritual significance for the pre-Columbian Indians who invented and played lacrosse. By the 1830s, Europeans had co-opted the game for their own amusement. By 1856, natives were banned from playing their own game with white men. LaCrosse: The Creator's Game profiles the craftsmen who shape each stick, and legendary and modern lacrosse players. Viewers learn about North American history, and the injustices suffered by Native Americans and the ways in which they reclaim and enjoy their own traditions. Junior high students may enjoy the "full tilt" attitude of lacrosse. 26 mins / 1994

LIVE AND REMEMBER

MHCAP

This documentary witnesses the efforts of the Lakota Sioux to preserve their heritage in the face of acculturation, poverty and the generation gap. Precariously perched on a cultural divide, Sioux elders, medicine men, and educators discuss song and dance, oral tradition, medicine, and the spirit world and their relevance to contemporary conditions. For Ben Black Bear, Sr., and activist for traditional ways, music and dance are time-honored ways of transmitting culture and history. In Lakota society, grandparents tell myths and legends to instruct the young in communal values and behavior, including a strong reverence for nature. Interviews with tribal members illustrate how these ancient mores are adversely affected by "American" values of competition, individualism, and private property. 29 mins / 1986

MAPS AND THE COLUMBIAN ENCOUNTER

C

The power of the mapmaker is quiet but crucial. This video discusses the history of the 15th and 16th century Native American/European conflict by way of maps. Viewers will get a clear picture of cartography's role in re-imaging North America to the benefit of the Europeans. 30 mins / 1991

MORE THAN BOWS AND ARROWS

EMHCAP

Author N. Scott Momaday narrates this documentary, which outlines the contributions of Native Americans to life in North America. America's representative government was derived from that of the Iroquois confederacy; the architecture of the Anasazi predate modern high-rise dwellings. From the arts to medicine, transportation to agriculture, Native American achievements and ingenuity continues to impact our lives. Comes with study guide. 56 mins / 1978

NATIVE AMERICANS: THE HISTORY OF A PEOPLE

MHA

This program starts at the beginning—with the migration of the Indians to the Americas, and the entrance of the white man. In the wake of the American thirst for expansion, Native American lifeways were the chief casualties. This video reviews the various tribes, battles and triumphs of the great Indian leaders, and the fundamental differences between the outlooks of the Native and white perspectives on life. Good for junior high audiences. 25 mins / 1992

THE SPEECHES OF SITTING BULL

MHCAP

From a young age, Sitting Bull (Tatanka Iyotake) displayed the qualities that would enable him to lead an Indian nation in defiance of U.S. military power: bravery, wisdom, and loyalty. Born a Lakota Sioux in present day South Dakota in 1831, the medicine man and chief of the Sioux nation is most famous for his refusal to comply with U.S. claims to Indian land. Sitting Bull's 1876 response to violations of the Fort Laramie treaty of 1868—restricting white presence in the Black Hills—resulted in the unification of the Lakota, Cheyenne and Arapaho at Little Bighorn where they defeated General Custer's army. The chief's later years included exile famine, and confinement to a reservation; he died in 1890 at the hand of one of his own. Sitting Bull's speeches are voiced by Donald Two Rivers. This tape features a sampling of Sitting Bull's addresses confronting senator John Logan and denouncing the injustices faced by his people. 35 mins / 1997

SPIRIT OF THE DAWN

CAP

Sweet and affirming, this film looks at trends in Native American education, with an emphasis on language as an expression of identity. The camera follows two preteens from a Crow reservation in Montana who have written some poems. Their journey toward pride in their ideas and verbal power are set against the pain of history—when Indians in boarding schools were beaten for speaking native languages. Native and non-Native educators are interviewed about their philosophies of using history, myth, and literature to renew the students' sense of dignity. The video would be useful to students of education and cultural diversity. 29 mins / 1995

THE SUN DAGGER

HCA

This film documents the extraordinary celestial calendar created by ancient North American Indians and rediscovered by artist Anna Soafer, high on a butte in New Mexico. The "dagger" is presently the only known site in the world that marks the extreme positions of both sun and moon. The film explores the complex culture of the Anasazi Indians who constructed the calendar and thrived both spiritually and materially in the harsh environment of Chaco Canyon a thousand years ago. 28 mins / 1988

THREE RIVERS IN TIME

HCAP

Dennis Neary's critically acclaimed study of the early Old Northwest Territory, narrated by Jim Dolan and hosted by Chris Schenkel. Meet William Wells, a white boy adopted by Native Americans, who rises to become one of the fiercest warriors…Chief Little Turtle, mastermind of the greatest Native American victory over the U.S. ever…General "Mad" Anthony Wayne. This trip spans 200 years, from the first French explorers to American settlement, told through the eyes of historians, chiefs, educators and descendants. 57 mins / 1994

WINDS OF CHANGE: A MATTER OF PROMISES

HCAP

This is the story of nations within a nation, of the sovereign Indian tribes that survive in America today. "Like a rock that a river runs around" is how one Indian describes his nation in the stream of U.S. life. This PBS production draws us into the lives of Native Americans today, and the challenges they face in trying to preserve their cultures. Viewers meet members of the Onondaga, Navajo, and Lummi tribes and find that Native Americans maintain an ambivalent existence within the larger American culture. The dilemmas of intermarriage, leaving or remaining on the reservation, and other prejudices are presented in sensitive documentary fashion. 60 mins / 1990

THE GREAT MOVIE MASSACRE

MHCAP

Of the 2000 westerns to come out of Hollywood, most have portrayed the American Indian as vicious and sneaky. Does Hollywood owe anything to historical truth? THE GREAT MOVIE MASSACRE traces the Indian warrior stereotype from its use in dime novels and Wild West shows to recent films. The myth and reality of Buffalo Bill is a prime example of the galvanizing of the white conqueror at the expense of the Indian way of life. The program points out the glaring historical inaccuracies in Hollywood films, and the co-opting of Native American language. Interesting as a tool for teaching media literacy. 30 mins / 1980

CONFRONTING THE WILDERNESS

HCAP

Move north along the eastern seaboard of North America to examine the harsh, rocky land around Hudson Bay and trace the history of the French and British entrepreneurs who ventured there to hunt and trap. Follow the settlement of St. Lawrence River and learn how French fur traders and Ojibway, Algonquin, Huron, Ottowa, and other Indians collaborated in a prosperous business partnership until an outbreak of smallpox decimated thousands of Native Americans. 60 mins / 1991

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EXPLORING ANCIENT CITIES: TEOTIHUACAN AND ANGEL MOUNDS

KIT, E M H

This kit helps teachers and students explore archaeology by comparing two ancient sites: Mexico's Teotihuacan and Angel Mounds, near Evansville, Ind. Both were inhabited before the arrival of Europeans; both were home to complex societies, and both have left archeological clues. The kit contains slides, maps, bulletin board materials, artifacts, bibliographies, handouts, overheads, and more. Developed by the Mathers Museum and the Glenn Black Laboratory of the Angel Mounds State Historic Site. As a bonus, the kit also has a resource book prepared by Conner Prairie discussing Native Americans in Indiana. 1995

MICHIANA: CROSSROADS OF EMPIRES

E M H A

This series highlights the history of the St. Joseph River Valley. 30 mins each / 1994

CONFLICTS AND CONCESSIONS

Covers the conflicts that arose between Europeans and Native Americans, from the viewpoint of the local Native Americans whose land was conceded and whose ancestors were driven off.

THE KEEPERS OF THE LAND

Discusses Potawatomi and Miami Indian history. Members of these two tribes describe their ancestors' lifestyles and ways they are adapting their cultures for modern times.

560

Ku Klux Klan Rally
In Corydon, Indiana:
A Case Study

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The Ku Klux Klan in Corydon, Indiana
A Case Study

Executive Summary:

During September 1999, the small southern Indiana community of Corydon was faced with the prospect that the Ku Klux Klan was coming to their town to hold a public rally.

While many communities are content with dealing with only the security and public safety issues that are always present with such rallies, the citizens of Corydon were not. They had too much love and pride in their community to allow the Klan rally to cast it in an unfavorable and untrue light.

A group of citizens, who became known as the Community Unity Group, did not want the message of hatred and bigotry spread by the Klan at such rallies to go unchallenged. The Klan's message did not reflect the feelings of their community which prided itself in wanting and promoting diversity among it's citizenry.

The Community Unity Group struggled with what would be the most effective way to respond to the rally. The goal was to turn what is often a negative for a community into a positive; to counter the Klan's message of hatred of minorities into a focus on "the beauty and the wealth that's inherent in diversity..." (Corydon Democrat Editorial).

What follows is the Corydon Story. Corydon's experience provides an excellent example for communities faced with a similar problem to follow.

Corydon dealt with its immediate problem of the Klan rally by promoting an alternative message of embracing diversity and fighting discrimination through community meetings and a newspaper ad encompassing a Resolution that affirmed the value and dignity of ALL people. (Appendix A) Citizens were encouraged to sign the Resolution and allow their names to appear in the ad. Approximately 2700 names appeared in the ad as supporters of the Resolution.

It is one thing for a community to come together to deal with an impending crisis. The citizens of Corydon certainly did that in a creative and positive way. However, Corydon's real story, and their greatest contribution to those of us interested in governing communities, is how they have determined to sustain the effort.

Contained herein is an account of how the citizens and the governmental agencies dealt with the many issues involved with the Ku Klux Klan's decision to hold a rally in Corydon as well as the Community Unity Group's continuing efforts to embrace diversity and combat attitudes and actions of discrimination.

Corydon Community's Reaction to the Klan Rally:

On September 11, 1999, the American Knights of the Ku Klux Klan rallied in Corydon, Indiana. A few weeks before the rally, the Klan announced to the media in the area that the rally would take place. Public reaction differed. Some people remained seemingly apathetic while others wanted to actively oppose the Klan and their rally.

Community Unity was formed by several members of local churches, under the leadership of Reverend David Cliburn. The group met in church conference rooms several times to determine how best to respond to the impending Klan rally. An elected committee chose group officers, and the posts of moderator, moderator-elect, secretary, and treasurer were selected. A budget for the group was established using funds from church and group members. Attendance at the Community Unity meetings averaged 25 people, with as many as 60 attending some meetings. People with various careers, backgrounds, and races comprised the groups. Local news and television media covered certain members.

Cliburn, head of the Presbyterian Church in Corydon, explained his reasons for organizing such a group to counter Klan actions. He was alarmed by previous Klan action in the Corydon area, such as distribution of its pamphlets at county festivals. Cliburn contacted the Southern Poverty Law Center, a non-profit organization based in Montgomery, Alabama, that combats hatred, from which he received a guide entitled "Ten Ways to Fight Hate: A Community Response Guide to Hate Crimes and Hate Groups."

Community Unity in considering how to respond to the rally, voted at their meeting on August 11, not do organize a peaceful demonstration on the same day as the rally and not to ignore the rally. They decided that one of their first initiatives would be to place a full-page advertisement in the local newspaper, The Corydon Democrat, with a statement promoting community involvement, followed by a large number of signatures from various members of the Corydon community. Community Unity members collected about 2700 signatures. Donations from group members as well as from several area businesses and churches paid for the advertisement. The group was granted a 50 percent discount by the publisher of the newspaper. It was hoped that the running of an ad would prevent others in the community from acting rashly toward the upcoming rally.

Other ideas brought up during the Community Unity meetings included the organization of "diversity activities": picnics serving ethnic foods, reaching out to the local Hispanic community, and organizing a diversity fair. The group also promoted alternative activities in the Corydon area that were to occur on the same day as the proposed Klan rally. The group's goal was to persuade local citizens not to attend the rally, either out of conviction or curiosity (as they suspected the area youth might do). The Corydon Police Department discouraged the organization of an alternative demonstration, citing concern for public safety.

Community Unity adopted a ribbon campaign, aimed at showing solidarity in acceptance of diversity through the distribution and display of small plaid ribbons. Other ideas broached among group members included:

- Organizing drivers for Corydon citizens who felt threatened by the impending activity, to prevent such individuals from encountering possible harassment from Klan members on the day of the rally.
- Organizing volunteer guards for various sites around Corydon that might be targets for racists on the day of the rally, including certain schools and residences of community minorities.
- Creating a billboard expressing area unity.
- Striving to involve more minority residents of the Corydon community in Community Unity's activities.
- Continued support of Martin Luther King, Jr. celebration services on or around January 16.
- Encouraging area schools to provide "diversity information" to their students.

As the rally neared, Community Unity began to stress more and more that area residents should not attend the Klan activity. Group members contacted area businesses and organizations to help them communicate this suggestion to their employees and customers.. Many of the group's proposals were postponed due to time and organizational constraints. These postponements were reorganized to serve as a follow-up to the September rally.

While Community Unity's efforts may be viewed as noble, the group's actions were not without a degree of criticism. Certain group members expressed dismay over the implied non-secularization of the group. Since meetings were held in a church, led by a religious leader, membership was mainly comprised of church members. There was also concern that this religious affiliation may have prevented some area residents from pledging their support for the group. Further, the contents of the petition submitted to the Corydon Democrat were criticized for the inclusion of a "homosexual acceptance" clause. A number of local residents believed that the statement implied that the petition signers must be accepting of the "homosexual lifestyle." It was the inclusion of the clause that dissuaded many county residents from adding their names to the petition; this opinion is echoed throughout many letters written to the editor of the Democrat. Other residents did not sign the petition out of fear for retribution from Klan supporters. Finally, several members of Community Unity expressed a wariness that the efforts of the group would be curtailed or scaled back after the Klan rally took place. Such members hope the group will continue its efforts to promote area diversity and that its organization will not have been solely a response to the Klan rally.

Since the rally, Community Unity has continued its mission. A group meeting was held within days after the Klan rally. The activities leading up to September 11, were reviewed and the rally day's events were scrutinized. It was reported that a large number of area residents, including several adolescents from a youth center, had spent the day at a neighboring county's "Heritage Festival." Such youths had worn clothing with diversity logos and later discussed their efforts with other center children. Several Caucasian employees of area businesses, including those of Tyson Foods, provided rides to fellow minority co-workers. Finally, five sites that had been designated as potential targets of hate groups were protected without incident.

In the midst of coming together to promote area diversity initially in reaction to the Klan activity, Community Unity, as well as the community as a whole, was struck with another crisis. A few days before the Klan rally, Carl "Buck" Mathes, a member of the Harrison County Council, made a comment, according to the Louisville Courier Journal, about the construction of some of the local 4H buildings being "niggardly-built."

In response to the comments made by Councilman Mathes and the impending Klan rally, Maxine Brown, owner of the Leora Brown School, organized a forum to discuss "racial slurs." The forum was organized through a "race relations initiative" out of Louisville, founded by Maxine Brown, called NETWORK (New Energy To Work Out Racial Kinks). NETWORK's forum was sponsored by Leadership Harrison County. According to the Louisville Courier Journal as many as forty people attended the forum. Feedback from those attending was positive, stating that "having more programs on race, and forums that allow people to ask questions and talk in a non-threatening setting are a good idea."

Community Unity members expressed satisfaction that the Klan's actions of September 11 did not foster sufficient community support. Community Unity reached a consensus that the momentum generated by its members should continue; and a committee was appointed to organize an activity celebrating diversity, such as a festival and/or a picnic. Meetings were held for the Martin Luther King, Jr. celebrations. Educational sessions concerning diversity in area schools and organizations also were planned. Finally, a cultural diversity evening consisting of an ethnic choir and band was held. As of this writing, the efforts of Community Unity, a group that got its impetus from Klan threats, have not waned and are planned to continue well into the 21st Century.

Public Safety Events Regarding the Klan Rally:

Jeffrey Berry informed the Town of Corydon that his group had decided to hold a rally in the downtown square of Corydon. This official notification prompted Corydon Police Chief Richard Yetter to assess the public safety issues involving a rally in his downtown square. His assessment involved mapping the downtown area, determining locations for participants, and how the downtown would be secured. Details as small as the town would remove all the bricks in a walkway so they could not be used as weapons during the rally were contemplated. The fact that the Klan wanted to conduct the rally on the old courthouse property resulted in the involvement of the Indiana Department of Natural Resources (INDNR), since this property was protected as a historical site. This was the first time that DNR personnel were involved in a Klan rally. Their involvement would prove to be beneficial, due to the fact that they could provide assets not available from other departments, for example, All Terrain Vehicles (ATVs). The success of their involvement will likely lead to their being asked to assist in other rallies.

Shortly after notification by the Klan, Dale Traughber from the Sellersburg State Police Post began holding informative briefings with Chief Yetter. These informal briefings led to formal strategic planning meetings where all stakeholders provided input in their particular area of expertise. This planning process was the essence of why there were no injuries or property damage as a result of the rally. These planning meetings were prefaced by a common belief that was later formalized as the mission statement for the rally:

> The mission of all the participating law enforcement agencies for the Ku Klux Klan rally is to ensure that all citizens, including supporters of the Ku Klux Klan and their opposition, have the opportunity to exercise their rights of free speech, assembly, and peaceful demonstrations. Attending law enforcement agencies shall cooperate to protect the life, health, property, and rights of all persons interested and uninterested that are attending this rally, and to maintain public order.

The first planning meetings began with the basics of what had proved successful in the past. The ISP's assistance included background information on previous rallies, public safety techniques that have been successful and an overall standard operating procedure (SOP) for rallies. This SOP was the basis for the development of the final security plan for the Klan rally (Appendix B). This led to the question of how Corydon could implement the ISP SOP for Klan rallies in the downtown square. Numerous public safety stakeholders were involved in the planning process. These included both local and state agencies, as well as other public and private organizations. Local agencies involved included: Corydon Police and Fire Department, Corydon Mayor's Office and the City Attorney's Office of Corydon, Harrison County Police Department, Harrison County Prosecutor's Office, Harrison County EMS, Harrison County Department of Transportation and Harrison County EMA. State agencies involved included: the Indiana State Police, Indiana Department of Natural Resources and the Indiana Department of Transportation. Additionally, the Harrison County Hospital was an important potential stakeholder in this event. Each stakeholder brought with it technical expertise in its area of concern.

Issues discussed in the planning sessions included:

- Number of personnel each agency could provide
- What equipment would be needed
- What security measures would be implemented
- How order could be maintained
- How all participants, officers and property could be protected

In particular, issues such as the communication plan, the barricade plan and contingency plans were discussed. Regarding reference communications, it was determined that all units would use the Indiana Law Enforcement Emergency Network (ILEEN) as the primary radio frequency. It was decided that the alternate frequency would be the specific agency's internal net. Communication flow would be coordinated at the command center where all internal frequencies would be monitored along with ILEEN. As far as the barricade planning was concerned, it was determined to use county and state highway trucks to separate the opposition groups. Additionally, it was proposed that temporary fencing material would be used to control movement at the site of the rally. This fencing material allowed observation, but controlled movement. Contingency planning involved everything from disturbances within the viewing areas to disturbances at remote sites to occurrences as a result of the rally. This planning led to ensuring that the Harrison County Jail could house enough personnel if mass arrests occurred and the capability of the hospital in case of a mass casualty situation. Also planned were concerns of the community, mainly those of minority citizens who might become targets of violence. Expertise planning was conducted to ensure that quick reaction units knew the location and planned route to potential target homes. These planning sessions offered answers to these fundamental questions, but also raised many questions on how the ideas could be transferred into the details involved in site planning.

Since the original site for the Klan rally was downtown Corydon, the lead agency was the Corydon Police Department. It should be noted that throughout this process of planning, setup, and conduct of the event there was no "hierarchy of command." Even though the ISP possessed the experience in dealing with rallies, it did not assume complete control over the operations. Nor did the local agencies become offended that a state agency was "coming in and telling them what to do." All agencies involved simply offered their input and worked together as a team to accomplish the tasks at hand. Chief Yetter provided the details of the town square and ISP offered their opinion on how equipment and personnel should be placed. It was later agreed that the venue would be changed to the Harrison County Justice Center.

The new site at the Justice Center, although preferred by the local law enforcement agencies, offered its own challenges. First, the ISP SOP for Klan rally planning was based on the typical Indiana downtown square. This change of venue caused the revision of the entire plan. Of note, this would have been the opportune time for Corydon Police and other Corydon agencies to remove themselves from the planning and event commitments of the rally, since it was no longer within city jurisdiction. However, this was not the case. Corydon agencies continued their valued involvement in the rally.

Issues involved with site planning included issues such as:

- **Positioning of opposition groups**: County and highway trucks would be positioned between Pro- and Anti-Klan groups.
- **Positioning of media personnel**: Media personnel would be placed between opposition groups to facilitate coverage and to further protect adversarial participants.
- **Controlling traffic in and around the site**: This would be conducted using roadblocks established at various locations to control movement to the site. Additionally, officers would be stationed at the key intersections of S.R.62 and S.R.135 and the intersection of S.R.337 and S.R.135 to ensure that traffic kept moving and that no vehicles pulled over on the shoulder of S.R.135 to observe the rally. The plan also called for separate parking for both Pro-Klan and Anti-Klan participants. Furthermore, officers would be patrolling the area surrounding the site to prevent unauthorized movement across private property.
- **Controlling access into the site**: Two entrance points were planned, one at the North end and one at the South end. This coincided with the separate designated parking for Pro- and Anti-Klan participants. Anti-Klan participants would be informed to use the North entrances while Pro-Klan participants would be directed to use the South entrance.

- **Positioning of the quick reaction forces**: It was determined that the State Police Tactical Intervention Platoon would be positioned in the Justice Center to facilitate their reaction time.
- **Determining Klan debarking point**: Through knowledge of prior events, it was agreed that the KKK members would be more secure if they linked up at a predetermined location and were escorted to the site.
- **Determining where to place the command center**: It was planned that the Harrison County Prosecutor's Office would be used as the command center.
- **Determining where to position emergency vehicles**: Emergency vehicles would be placed at locations within the gated area near the spectators and outside of the venue. Preplanned routes were then designated for the vehicles.

Once the site planning was completed, the next step was to rehearse the events of the rally. Prior to the event, rehearsals with all law enforcement agencies were conducted at an undisclosed location. They chose a site similar to the site of the event. This would allow for a somewhat direct transference of the training challenges from the actual site to the rehearsed site. This rehearsal not only allowed for information dissemination, but it also provided a practical exercise to highlight areas of concerns in the planning. Actions rehearsed included: responding to disturbances in the crowds, responding to a disturbance outside the rally, arrest procedures, crowd dispersal and insurance that all personnel understood their roles.

After the planning was complete, there was a need to find out where the barrier material and other necessary equipment would be procured. Private, along with public organizations were contacted with the hope that they could provide assistance. In fact, the fencing was obtained from a local hardware store and from a local farmer. County and state highway trucks were then used to move the fencing. Additionally, county and state highway trucks were utilized as barrier material in the viewing areas.

Site set-up began on the afternoon of September 10, 1999. Fencing was erected for the viewing areas initially. Starting on Saturday morning, the 11th of September, officers arrived at the Nazarene church and received their event briefing. Officers then deployed to their respective zones and the TIP conducted a sweep of the Justice Center area (Security Plan, Appendix C). Officers were instructed that upon arrival to their zones, they were to "immediately remove any unauthorized persons found in their zones" (Ku Klux Klan Rally Agenda, Appendix D).

Between 11:30am and 12:00 noon, Klan members arrived at the predetermined pickup site. Buses were on station to transport Klan members to the rally site. Prior to departure, all members were searched and reminded of what could be taken into the rally site. During the searches, all Klan members were videotaped to prevent the law enforcement officials from liability. Authorized items included one set of car keys and a wallet. No other items were allowed to be in anyone's pockets.

At 12:30pm, Klan members were transported to the County Justice Center. Uniformed officers drove the bus and two marked units with two uniformed officers each provided escort to the rally site. Once at the site, the Klan was escorted to the Justice Center; meanwhile, the two officers assigned to the bus remained at the drop-off point.

Upon arriving at respective parking areas, spectators received a pamphlet indicating what items individuals would be permitted to carry into the viewing areas. Spectators were allowed to bring signs, but they could not have any sticks attached to them. Spectator admission was limited to the two entrance points previously described. At these entrance points, personnel were inspected using a handheld metal detector and a physical "pat down." Two female officers were stationed at each entrance to search female spectators.

The rally proceeded as planned. The only modification was that additional officers were positioned along S.R.135 to expedite the traffic flow along that highway. Following the rally, Klan members were escorted back to their vehicles. To further prevent any altercations, only one side of the spectators was released at a time. This was initiated only after the Klan members had departed from the area. Additionally, extra officers were deployed to the released spectators' side to ensure that the spectators departed the area to their vehicles. Traffic was controlled at the major intersections to expedite the departure of the opposing parties. Separate movement of the opposition groups limited their contact until they were on the highway, thus limiting the chance for altercations. Violence in previous rallies occurred most notably after the rallies, in the parking areas or in the areas just outside of the rally site (for example, at nearby gas stations). This plan limited the occurrence of violence by having the separate parking areas and by having planned routes to expedite traffic flow to the highway.

Public safety is the goal of all law enforcement in these types of events; not only the safety of the citizens, spectators, and Klan members, but also that of the officers involved. Extensive planning was conducted to avoid injuries and property damage at Corydon's rally. In all, over 100 officers participated in this event. These numbers normally exceed the numbers of spectators. However, this is the level of commitment that is needed to mitigate the possibility of an unfortunate occurrence.

Legal Considerations Regarding the Klan Rally:

As with many issues governments face, legal matters had to be considered in Corydon's case. Corydon, Harrison County, and the State of Indiana had to adhere to their respective laws. The Ku Klux Klan had to adhere to the laws of these governmental entities as well.

The Klan Must Be Allowed:

The government ultimately must allow the Klan to hold its demonstrations in accordance with the First and Fourteenth Amendments to the United States Constitution. The First Amendment reads as follows:

> *Congress shall make no law* respecting an establishment of religion, or prohibiting the free exercise thereof; or *abridging the freedom of speech*, or of the press; *or the right of the people peacefully to assemble*, and to petition the government for a redress of grievances.

Section One of the Fourteenth Amendment, below, applies the First Amendment to the states, including the state of Indiana:

> All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. *No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States;* nor shall any state deprive any person of life, liberty, or property, without due process of the law; nor deny to any person within its jurisdiction the equal protection of the laws.

The First Amendment asserts that Congress may not infringe upon citizens' rights to free speech and to peaceably assembling. The Fourteenth Amendment requires that states do not infringe upon these same rights. With the First and Fourteenth Amendments in mind, Corydon was required to allow the Klan to demonstrate. However, the Klan did not have complete control over the specifics of its demonstration. While Corydon was subject to laws allowing the rally, it was also armed with laws, or sometimes lack thereof, that helped it maintain civil order throughout the demonstration.

they could be arrested and charged with the offense. On September 11, Klan members took no actions that resulted in arrests.

There was no permit system in either Corydon or Harrison County. If there had been, then the Klan would have been required to apply for a permit. If such was the case, the square location would have required a Town of Corydon permit, and the Justice Center would have required a Harrison County permit.

Since there was no permit system, it would have been legal for the Klan to arrive at the square on September 11 without giving Corydon any advance warning. For a variety of reasons, including its interest in publicity and police protection, the Klan usually provides due notice. However, the Klan could have set up on the downtown square without warning that Saturday morning and potentially caused a large disturbance. Corydon prefered to avoid such a situation, as evidenced by its decision to attempt negotiation with the Klan in efforts to move the rally site to the Justice Center. After speaking with its insurance carrier, the other option would have been confronting Klan members when they arrived on the square, which could have resulted in a disturbance and an unwanted lawsuit.

Although Klan members may not have been aware of this, they were also subject to a "No Trespassing" agreement between the Corydon Police Department and businesses and landowners in the vicinity of the Justice Center. Corydon collected signatures from these groups that allowed law enforcement officials to enforce no trespassing laws on their properties during the day of the demonstration. One of the stated purposes of this agreement, as expressed in the waiver itself, was to prevent damages to the properties.

What Communities Can Do:

There was no law requiring Corydon to provide a certain level of police protection to Klan members. This left Corydon with the opportunity to determine for itself exactly how much of a police presence it wanted. In the history of Klan rallies, there have been many examples of Klan members being attacked even while police officers were attempting to protect them. A recent rally in New York City attests to this. Corydon, like most communities faced with a Klan rally, chose to allocate a substantial number of police officers and equipment to the rally even though it was not legally required to do so. Corydon benefited from this action in that it reduced the possibility of disturbances such as fights or even riots.

Area officials determined that they did not want the Klan rally to occur in the downtown square, the site the Klan had decided to use. In finding an alternative site, officials had to ensure that the new site was at least as desirable as the square location. Otherwise, the Klan would have potentially had a basis for suing. Also, it must be noted that officials could not "hide" the Klan in some obscure, seldom traveled locale. Again, this would have been a basis on which the Klan could sue the community.

As previously mentioned, officials chose the Harrison County Justice Center along S.R.135 as the alternative site. It satisfied the above location considerations: it was more heavily traveled than the square. Access to the site for rally viewers was better than at the original square location. A common route to the square involves crossing a bridge that was undergoing repairs at the time. It was restricted to one lane, making travel to the square relatively difficult. In fact, a commonly used alternative route to the square required passing by the Justice Center on S.R.135.

For a variety of reasons, the Harrison County Commission decided that the Klan rally would not be allowed to occur on the square under any circumstances. It would take a very large police presence to secure the square. Construction along the south side of the Harrison County Courthouse was a safety concern. As mentioned, a commonly traveled bridge leading to the square was restricted to one lane, another safety issue. Downtown businesses would have had to close for much, if not all, of the day.

The decision not to allow the Klan to march on the square was not made lightly, as First Amendment issues made this a potential legal liability for the community. Corydon carries general municipal liability insurance, and it first called its insurance carrier to ask for advice. The carrier stated that, given the circumstances (particularly safety concerns and the existence of a suitable alternative site), it was legally permissible for Corydon to require that the Klan not demonstrate on the square. In fact, if the Klan sued regarding this matter, the insurance carrier would pay for all ensuing legal expenses.

The next step was to ensure that the Klan moved its rally location from the downtown square to the Justice Center. As stated above, the Klan was not going to be allowed to demonstrate on the square, presumably meaning that if the Klan arrived on the square a confrontation with the police might ensue. Not surprisingly, in officials' estimations, this was not a desirable outcome. Rather, several local officials, including the County Commissioner's attorney, Gordon Ingle, called Klan leadership and attempted to negotiate the matter. These negotiations proved successful, and the Klan agreed to move its rally to the Justice Center.

The Klan was subject to the same criminal laws that applied to all other citizens. While Klan members' freedom of speech and assembly were protected, if they damaged property, then

Lessons Learned:

- Leave security to the local and state law enforcement officials. Providing a ride-sharing plan for minorities to and from their work sites is a positive type of activity citizen groups can perform. Serving as "look-outs" at certain locations can also be helpful to law enforcement officials as long as it is planned with them and they know who is going to be where.
- Form a community organization to counter the Klan's message of racial hatred, or racial separation, as they like to cast their position.
- Do not organize or encourage counter-demonstrations during the Klan rally. A counter-demonstration increases the risk of violence and/or gives the Klan much more coverage in the news media than the event would normally generate.
- Encourage citizens to ignore the Klan and stay away from the rally.
- Sponsor community activities away from the rally site that are attractive alternatives to the rally.
- Develop an ongoing program to address racial relations in the community.
- Determine the reason the Klan chose the community and attack that problem.
- If employees have lost jobs, help the families to adjust to unemployment and help them find other employment.
- Community groups should remain apart from local government to be most effective. However, the groups should develop a communications flow with the elected officials to bring to their attention community problems and suggested actions that the government could take to ease or correct the situation.
- Realize from the beginning that one of the biggest problems the community group will face is maintaining interest and participation after the initial crisis has passed i.e., after the rally is over.
- Community groups should choose a neutral meeting place, when possible.
- A plan for a major incidence happening as a result of the rally should be developed by the public protection services involved, as well as by area health care organizations.
- The community should have general liability insurance.
- Leaders should attempt negotiations with the Klan by determining community interests, Klan interests, and any conflicts arising from these interests.
- Community groups should develop a mission statement and a long-term plan (3-5 years) that states 3-4 objectives to be accomplished. This plan should be evaluated and updated annually to help maintain interest and participation within the group.

The best way for a community to keep the Klan from their doorstep is to identify, as early as possible, problems that the citizens are facing and let them know they are not alone in dealing with their situation. People turn to the Klan and the Klan's message out of frustration and a feeling of helplessness. If the community is concerned and is attempting to help, the Klan will find a far more difficult situation in which to espouse their cause.

SECURITY PLAN FOR THE KU KLUX KLAN RALLY
SEPTEMBER 11, 1999

I. MISSION STATEMENT

The mission of all of the participating law enforcement agencies for the Ku Klux Klan Rally is to ensure that all citizens, including supporters of the Ku Klux Klan and their opposition, have the opportunity to exercise their rights of free speech, assembly, and peaceful demonstrations. Attending law enforcement agencies shall cooperate to protect the life, health, property, and rights of all persons interested and uninterested that are attending this rally, and to maintain public order.

II. PRE-RALLY CONSIDERATIONS

A. ***Command Center will be at the Harrison County Prosecutor's Office.*** Command representatives of the ***Corydon Police Department, Harrison County Police Department, Indiana State Police, Department of Natural Resources, Corydon Fire Department, Harrison County Prosecutor's Office, Harrison County EMS, Harrison County EMA, Corydon Mayor's office***, and ***City Attorney's Office***.

B. ***Criminal Justice Center Security*** will be the responsibility of the ***Harrison County Police Department*** and the ***Indiana State Police***.

III. CHECK-IN / BRIEFING

Units assigned to the Ku Klux Klan rally are to check-in at the ***Church of the Nazarene***, located at 1500 Corydon – Ramsey Road. Units are to arrive at 9:30 AM, with a briefing to follow at 10:00 AM. Units will be deployed from the gymnasium by 11:00 AM.

IV. BARRICADES / ROADBLOCKS

No later than 11:00 AM, the following barricades / roadblocks will be in effect:

ZONE # 1 Gardner Lane at Carroll's Mobile Home Sales
Will comprise of two (2) uniformed officers and at least one (1) marked unit.

ZONE # 2 Gardner Lane at Anti-Klan Parking Lot
Will comprise of five (5) uniformed officers and at least two (2) marked units.

ZONE # 3A Anti-Klan Viewing Area, North Side of Criminal Justice Center
Will comprise of eight (8) uniformed officer, at least two (2) uniformed female officers and one (1) K-9 unit among the eight.

ZONE # 3B Pro-Klan Viewing Area, South Side of Criminal Justice Center
Will comprise of eight (8) uniformed officer, at least two (2) uniformed female officers and one (1) K-9 unit among the eight.

ZONE # 4 Gardner Lane at Pro-Klan Parking Lot
Will comprise of five (2) uniformed officers and at least two (2) marked unit.

ZONE # 5 Gardner Lane at South Entrance Parking Lot People's Bank
Will comprise of two (2) uniformed officers and at least one (1) marked unit.

ZONE # 6 Corydon-Ramsey Road at Criminal Justice Center Entrance
Will comprise of two (2) uniformed officers and at least one (1) marked unit.

ZONE # 7 Nazarene Church Parking Lot
Will comprise of two (2) uniformed officers.

ZONE # 8 SR 135 (Roving)
Will comprise of three (3) marked units, two officer per commission.

ZONE # 9 South side of SR 135
Will comprise of three (3) Conservation Officers on ATV's.

ZONE # 10 South side of Criminal Justice Center
Will comprise of one (1) Conservation Officer on an ATV.

ZONE # 11 West side of Criminal Justice Center
Will comprise of one (1) Conservation officer on ATV.

ZONE # 12 North side Criminal Justice Center
Will comprise of one (1) Conservation officer on ATV.

ZONE # 13 Justice Center Security
Will comprise of the Indiana State Police Tactical Intervention Platoon

ZONE # 14 Media Security
Will comprise of four (4) uniformed officers to secure the media personnel, vehicles, and equipment.

ZONE # 14 Arrival / Departure of Klan Members
Will comprise of members of the Bureau of Criminal Investigation, ISP.

V. ROVING ASSIGNMENTS

Three (3) vehicles, with two (2) uniformed officers will be assigned to patrol the area surrounding the rally site. They will patrol the business district within this area and provide assistance when needed.

VI. DEPLOYMENT

All personnel will be at their assigned zones by 11:00 AM.

T.I.P. personnel will walk to the Criminal Justice Center. Personnel assigned to the Justice Center will park in the Nazarene Church Parking Lot.

Upon arrival to their zones, personnel will immediately remove any unauthorized persons found within the area. Zones will be secured no later than sixty (60) minutes prior to the start of the rally. If persons found in the area wish to attend the rally, direct them to the appropriate zones. ***Zone # 8 will be Anti-Klan spectators. Zone # 9 will be the Pro-Klan spectators.***

T.I.P. personnel will be utilized to do a sweep of the Justice Center area prior to entering the courthouse.

VII: SPECTATOR ADMISSION

There will be two (2) spectator entry points. The entry point for the Pro- Klan will be located at the south end of Gardner Lane. The entry point for the Anti-Klan will be located at the north end of Gardner Lane. Personnel assigned to the entry point locations will conduct a search of all spectators requesting entry to their respective viewing areas. Female officers will search female spectators. Hand-held metal detectors will be used, followed by a pat down search. Signs will be permitted, however, no sticks will be allowed that may be attached to the signs. Personnel shall demand the removal of all contraband, weapons, or items that could be used as weapons. Only a wallet and two (2) keys will be allowed to be in the pockets of the spectators. Any loose objects (pocket change, etc.) that could possibly be thrown should be removed from the spectators. Spectators found in possession of any of these items have the option of returning to their vehicles to secure them, or dispose of them in trash barrels. ***THESE ITEMS WILL NOT BE RETURNED!*** Any spectator refusing to secure or dispose of designated items will be denied entry without exception. Signs will be posted indicating what is allowed in the spectator areas. Pro-Klan or Anti-Klan viewing areas will be designated.

All spectators entering the viewing area will be video taped upon entry.

VIII. KLAN ARRIVAL / DEPARTURE

Klan rally personnel will meet at a secret location no later than ninety (90) minutes prior to the start of the rally. Klan members will be thoroughly searched. Gun permits will be checked. Guns will be locked in trunks. All contraband, weapons, or items that could be used as weapons will not be allowed at the rally site. All Klan members will be video taped upon arrival and during the search.

Thirty (30) minutes prior to the start of the rally, the Klan members will be transported to the rally site. A uniformed officer will drive the bus with an additional uniformed officer. There will be at least two (2) marked units with two (2) uniformed officers follow the bus. There will be two (2) uniformed officers left at the secret location to provide security of the Klan members vehicles. If any of the vehicles belonging to the Klan will accompany the members, i.e. van carrying the sound equipment, the equipment and vehicles will be searched prior to departure.

The bus will enter the rear of the Justice Center located on ***Corydon-Ramsey Road.*** The Klan will then be escorted to the Justice Center by uniformed officers in the transportation detail. There will be two (2) uniformed officers to remain with the vehicles.

Immediately upon the conclusion of the rally, the area in which the Klan assembled shall be secured to allow the Klan to disassemble the sound equipment. The Klan will be escorted back to the bus and then transported back to the secret location. The bus will be followed by two (2) marked units back to the secret location.

Upon return to the secret location, the Klan shall be allowed to leave at will. All Klan members shall depart no later than thirty (30) minutes after returning to the secret location.

IX. GENERAL DUTIES DURING THE RALLY

The goal of all personnel during the rally is crow containment and control. All personnel will be deployed and responsible for a specific zone at the rally site. All personnel shall prevent any and all spectators from climbing, destroying, or otherwise breaching any barriers. *All personnel will maintain security at their zones until given the orders to secure by command.*

X. ARREST PROCEDURES

At *any time* when probable cause exists to arrest a perpetrator, *command will be notified.* If a disturbance or potential arrest situation is outside the viewing areas, notify command. If arrests are made, there will be a transport van on standby. The arrested will be transported to the Harrison County Jail and held until the officer making the arrest can complete the probably cause affidavit. If a disturbance exists in the viewing areas, a decision will be made by command whether to disperse, arrest, or to activate T.I.P.

XI. CROWD DISPERSAL

Upon conclusion of the rally and after the Klan has left the smallest contingent of spectators will leave the viewing area first. T.I.P. may be deployed to assist in moving the crowd to their vehicles. Pro-Klan spectators will exit the parking lot, going ***south on Gardner Lane to SR 62.***

After the Pro-Klan spectators have left the area, a decision will be made by command to allow ***Anti-Klan*** spectators to leave the area. T.I.P. may be deployed to assist in moving the crowd to their vehicles ***North on Gardner Lane to SR 337.***

XII. UNDERCOVER PERSONNEL

Non-uniformed officers will be utilized in the viewing areas. Their primary responsibility will be to act as extra eyes and ears. *They will not initiate arrests.*

All undercover officers will be provided with a bright colored head or arm band. In the event of an emergency situation and / or disturbance, this band will be worn to assist the responding uniformed officers in identifying the undercover officers.

XIII. COMMUNICATIONS

Command will be at the Harrison County Prosecutor's Office, located on the 2nd floor of the Justice Center. A portable radio will be installed at the courthouse to monitor and dispatch calls. ***ILEEN will be utilized as the primary radio frequency.***

XIV. VIDEO DOCUMENTATION

There will be at least two (2) technicians with video equipment to video the proceedings at the rally site. There will be a non-uniformed officer to accompany each technician for security purposes. Spectators and Klan members will be video taped during the rally.

XV. AIR SUPPORT

The Indiana State Police will provide air support for the transportation detail during the arrival and departure of the Klan members. The air support will be available if needed at the rally site.

XVI. INTELLIGENCE GATHERING

The Indiana State Police will provide a non-uniformed officer to gather intelligence during and after the rally.

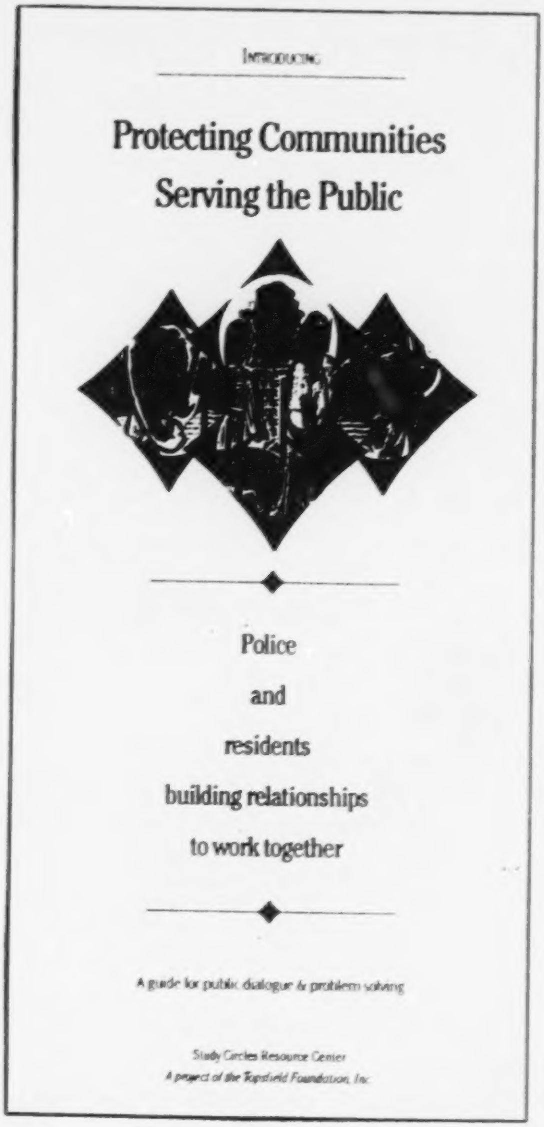
XVII. SUPPORT SERVICES

The ***Indiana Department of Transportation***, the ***Harrison County Highway Department***, and the ***Corydon Department of Public Works*** will be utilized to assist in controlling the vehicular and pedestrian traffic in and around the area. Signs, arrow boards, fencing, and trucks will be used to route traffic during the rally.

Ku Klux Klan Rally Agenda

FRIDAY, SEPTEMBER 10, 1999	
Afternoon / Evening (4:00 PM)	Viewing area fences to be erected on East Side of the Criminal Justice Center. All fencing erected.
SATURDAY, SEPTEMBER 11, 1999	
9:30 AM	Arrival of Law Enforcement Personnel, Nazarene Church
10:00 AM	Briefing of Law Enforcement Personnel
11:00 AM	Deployment of Law Enforcement Personnel to their Zones
11:30 – 12:00 PM	Klan members arrive at Secret Location
12:30 PM	Klan members transported to the Criminal Justice Center. Gardner Lane closed to Pro / Anti Parking Areas
1:00 PM	Rally Begins
3:00 PM	Rally Ends
3:30 PM	Debriefing of Law Enforcement Personnel at Nazarene Church Lunch

Study Circles Resource



INTRODUCING

Protecting Communities
Serving the Public

◆

Police
and
residents
building relationships
to work together

◆

A guide for public dialogue & problem solving

Study Circles Resource Center
A project of the Topsfield Foundation, Inc.

This new study circle guide gives provides a safe, effective way to:

- **Improve relationships between residents and police**
- **Work together for safer, healthier communities**

Whether a community has good working relationships between residents and police or there are tensions in those relationships that make people feel unsafe, *Protecting Communities, Serving the Public* provides a way for people with lots of different ideas and experience to come together to have a safe and honest discussion about policing and community safety.

The guide offers:

- Five discussion sessions
  - Starting a study circle: sharing experiences
  - What's the nature of the problem?
  - What do we expect from each other?
  - How can we make progress?
  - Committing to change: What needs to happen?
- Advice on organizing and facilitating study circles
- Strategies for moving to action
- Examples of action steps taken by communities around the country
- Resources for further learning, discussion, and action

For a list of other available study circle guides or ordering information:
See Page A-41 in the Dialogue Guide section of *Indiana's Best Practices Celebrating Communities, 1999 Edition.*

OR

Go to Study Circles website at www.studycircles.org.

Ten Ways To Fight Hate

1

ACT

Do something. In the face of hatred, apathy will be interpreted as acceptance — by the haters, the public and, worse, the victim. Decency must be exercised, too. If it isn't, hate invariably persists.

2

UNITE

Call a friend or co-worker. Organize a group of allies from churches, schools, clubs and other civic sources. Create a diverse coalition. Include children, police and the media. Gather ideas from everyone, and get everyone involved.

3

SUPPORT THE VICTIMS

Hate-crime victims are especially vulnerable, fearful and alone. Let them know you care. Surround them with people they feel comfortable with. If you're a victim, report every incident and ask for help.

4

DO YOUR HOMEWORK

Determine if a hate group is involved, and research its symbols and agenda. Seek advice from anti-hate organizations. Accurate information can then be spread to the community.

5

CREATE AN ALTERNATIVE

Do NOT attend a hate rally. Find another outlet for anger and frustration and people's desire to do something. Hold a unity rally or parade. Find a news hook, like a "hate-free zone."

6

SPEAK UP

You, too, have First Amendment rights. Hate must be exposed and denounced. Buy an ad. Help news organizations achieve balance and depth. Do not debate hate mongers in conflict-driven talk shows.

7

LOBBY LEADERS

Persuade politicians, business and community leaders to take a stand against hate. Early action creates a positive reputation for the community, while unanswered hate will eventually be bad for business.

8

LOOK LONG RANGE

Create a "bias response" team. Hold annual events, such as a parade or culture fair, to celebrate your community's diversity and harmony. Build something the community needs. Create a Web site.

9

TEACH TOLERANCE

Bias is learned early, usually at home. But children from different cultures can be influenced by school programs and curricula. Sponsor an "I have a dream" contest. Target youths who may be tempted by skinheads or other hate groups.

10

DIG DEEPER

Look into issues that divide us: economic inequality, immigration, homosexuality. Work against discrimination in housing, employment, education. Look inside yourself for prejudices and stereotypes.

The complete 30-page book, *Ten Ways To Fight Hate*, can be accessed on the Southern Poverty Law Center's website at www.splcenter.org under the "Intelligence Project" heading.

Valparaiso University
Multicultural Newsletter

MOSAIC

FROM THE DIRECTOR'S DESK

Welcome to the new millennium! Our year begins with **MLK Day** events in January followed by a celebration of **Black History** in February and March.

In addition to our on-going programs, one new program this semester is our **INTERRACE Series** where students will watch a weekly series on a year in the lives of an interracial family--much like MTV's 'real world.'

Also, a new one-credit course is offered this semester -- **General Studies (GS) 200, Study Circle on Race Relations.** The course will engage students in small group discussions about race relations. Professor Greg Jones and I will be co-teaching one of the four sessions. Check out Page 5 for a listing of the other six instructors teaching this course.

Finally, I strongly encourage you to participate in this year's MLK Day Events. **Co-chairs Beth Mercer Taylor** and **Professor Paul Continuo** have put a lot of positive energy and heart into this year's program with the help of many dedicated faculty, staff and students.

The Sunday night event features contemporary gospel recording artists **Ethan Brunet & Voices of Judah.** Check out Mosaic's insert for more information about this group. Reliable sources tell me they can really "sing." So, you are in for an exciting evening that will get you up on your feet.

Our guest speaker at the convocation is **Reverend Jeremiah A. Wright, Jr.** -- an enormously powerful speaker who recently ranked second in Ebony Magazine's list of 15 greatest black preachers.

As you can see, we have a very full and exciting semester. I look forward to seeing all of you at the various events. And, remember that the staff and I are here to assist you with both personal and academic concerns throughout the semester. So, feel free to stop by our office in Kretzmann Hall, or call 464-5400.

Peace,

Jane Bello-Brunson
OMP Director

MLK DAY CELEBRATION, 2000

SUNDAY January 6

- **Gospel Songfest** 7 p.m. Chapel
  Special guest: **Ethan Burnett & "Voices of Judah"**

MONDAY January 17

- **Community Prayer Breakfast** 8 a.m.
  Student Union Great Hall
  Gathering for prayer and scripture study led by Rev. Jeremiah A. Wright, Jr., Senior Pastor at Trinity United Church of Christ, Chicago.

- **Convocation** 10 a.m.
  Chapel of the Resurrection
  Keynote Address: Rev. Jeremiah A. Wright, Jr.

- **Art & Jazz Luncheon** Noon
  Center for the Arts
  Tickets: Students-$2.50, all others - $8.00
  (Tickets on sale at Union Info. Desk)

- **Focus Sessions** Session I 1 p.m.
  Session II 2:45 p.m.

- **Closing Program** 4 p.m.
  Chapel of the Resurrection
  Features Trinity United Church Youth Drill Team

- **Celebratory Hip Hop/Salsa Dance** 7 p.m.
  Student Union Great Hall

APPLICATIONS NOW AVAILABLE:

-- Book Loan Program - Deadline: Jan. 31
-- Hearst Scholarship - Deadline: March 31
-- 'Faces of America' Program - Deadline: March 31

COMING IN APRIL: WORKSHOP ON 'JOB SEARCH' & 'INTERNSHIP OPPORTUNITIES' AND INFO ON A MULTICULTURAL CAREER FAIR!

CALENDAR OF EVENTS

Jan. & Feb. 2000

JANUARY

Jan. 1-31 **Student Union**
Exhibit: "Bury Me In A Free Land: The Abolitionist Movement in Indiana (1816-1865).

Jan. 16 **Chapel** **7 p.m.**
Gospel Songfest features "VOICES OF JUDAH"

Jan 17 **MLK DAY CELEBRATION**

Jan. 19 **Crusader Rm.** **8 p.m.**
FILM: "Great Black Women" -- Notable women discuss the challenges and obstacles along their road to success.

Jan. 26 **Crusader Rm.** **8 p.m.**
FILM: N. Scott Momaday -- Native American writer

Jan. 27 **MLK Center** **5:30 p.m.**
Divided Sisters Study Circle -- Topic: "Total Self: Balancing Mind, Body, & Spirit."

Jan. 28 **MLK Center** **7 p.m.**
Food & Flicks Friday -- Dinner & Movies
Title: Beloved & Enemy of the State

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AFRICAN-AMERICAN FILM FEST
8 P.M., MLK CENTER

Feb. 2 **"The Green Pastures (1936)**
An all black cast; based on Marc Connely's play of life in heaven and biblical stories.

Feb. 4 **"Cabin In The Sky" & "Stormy Weather" (1943)**
Musicals with typical Hollywood stereotypes.
Highlight: showcases talents of the day!

Feb. 11 **"Carmen Jones" (1954)**
Stars Dorothy Dandridge & Harry Belafonte
&
"Guess Who's Coming To Dinner (1967)
Landmark movie about interracial marriage

Feb. 23 **"Glory" (1989)**
Stars Denzel Washington; first Hollywood film to acknowledge the contributions of Black soldiers.

Feb. 25 **"Malcolm X" (1992) & "Down In The Delta" (1998)**
Films are by African-American directors Spike Lee & Maya Angelou.

FEBRUARY

Celebrate Black History, 2000

Feb. 1 **Student Union** **3 p.m.**
Kickoff event: Reception for the opening of the exhibit below. Snacks & Refreshments will be provided.

Feb. 1-11 **Student Union**
Exhibit: "Black Women: Achievements Against The Odds." (Produced by the Smithsonian Institute)

Feb. 3 **Crusader Rm.** **8 p.m.**
Film: "Against the Odds: Artists of the Harlem Renaissance"

Feb. 8 **Crusader Rm.** **Round Table**
Honoring our Black Writers -- Poetry & presentation by students who attended the Gwendolyn Brooks Writers Conference.

Feb 11-25 **Student Union**
Exhibit: "This Far By Faith: Black Hoosier Heritage" Over 50 photographs of people in Indiana History

Feb. 16 **Crusader Rm.** **8 p.m.**
Film: "This House of Power: A Tribute to the Role of the Church in the African-American Experience" from slavery to its current role as a major force for social change

Feb. 18 **Great Hall** **7 p.m.**
Annual Black History Month Dinner Celebration
Guest speaker, VU Gospel Choir Ensemble, Poetry Readings. For tickets, call 464-5400.

Feb. 21 **Law School Atrium** **11 a.m.**
Soul Food Luncheon sponsored by the Black Law Student Association. Tickets: $5.00 (Call 548-3542).

Feb. 21 **Great Hall** **8 p.m.**
Black History Jeopardy Game

Feb. 24 **MLK Center** **5:30 p.m.**
Divided Sisters Study Circle: Topic: Black women in America who have inspired or paved the way for us.

Feb. 25 **MLK Center** **7 p.m.**
Food & Flicks -- Malcolm X & Down in the Delta

Feb. 28 **Crusader Rm.** **8 p.m.**
White Identity Study Circle -- Topic: "White Power & Privilege--Impact of Racism on White Americans"

Feb. 29 & March 1 **Great Hall** **8 p.m.**
"Cotton Club Comes to Valpo" - Step back into the Harlem Renaissance. Enjoy poetry, jazz, & revues. Coordinated by Tahnee Jones & Kim Johnson
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HISPANIC HERITAGE MONTH
Sept. - Oct., 1999

Sept. 3 7 p.m. – Midnight MLK Center
Kick Off Event: Food & Flicks Friday; Buffet: 7 p.m.
Movies at 8pm – "The Mask of Zorro" & "Dance With Me"

Sept. 9 8 p.m. Crusader Rm.
Film 1: "Diego Rivera" Film 2: Puerto-Rican Americans

Sept. 14 8 p.m. Crusader Rm.
Film: "Frida Kahlo" –Brought surrealism to Mexico.

Sept. 17 7 p.m.-10 p.m. Great Hall
"A Taste of Spain" Dinner Celebration, sponsored by Don Quixote Restaurant; Keynote speaker: June M. Long, Director of LACASA; Entertainment : students & dancers

Oct. 6-10 Hispanic Conference Chicago

Oct. 12 7 p.m. Great Hall
Guest Lecturer: Pat Contreras de Ulloa; Topic: "Beyond the Virgin of Guadalupe: Mexican Women Today."

Oct. 14 8 p.m. Great Hall Closing Event
El Tropicana Club presents "Livin' La Vida Loca" – salsa, Spanish rap, Afro-Caribbean music, poetry & more!

IDENTITY & CULTURE SERIES

Sept. 18
12:30-4:30
Great Hall
"What's Your Diversity Profile?
Facilitator: Rodney Patterson
VU Alumni & Ass't to VP of SA at MSU

Sept. 22
8 p.m.
Great Hall
"The Culture Debate: Whose Culture is This Anyway?
A panel discussion on culture.

Sept. 23
6:30 p.m.
Dusenberg Hall
Guest Musician: Lalgudi G.J.R. Krishnan, Internationally-acclaimed violinist from India. Co-sponsors: Economics Dept., UB, & OMP.

Oct. 12
7 p.m.
Great Hall
Guest Lecturer: Pat Contreras de Ulloa; Topic: "Beyond the Virgin of Guadalupe: Mexican Women Today." Co-sponsors: OMP & Foreign Languages Dept.

Oct. 19
8 p.m.
Squire Rm.
"White Identity: Defining Whiteness"
What does it mean to be white? Whiteness & racial categories.

Oct. 22
8 p.m.
Great Hall
Guest Artist: Jackie Bird
Jackie Bird's performance is a cultural expression. Co-sponsors: OMP & UB

Oct. 27
8 p.m.
Crusader Rm.
Film: "Talk To Me: Americans In Conversation" What does it mean to be an American today.

Nov. 16
8 p.m.
Crusader Rm.
White Identity: Self-Labels for White Americans." What do white people want to be called?

MULTICULTURAL FILM SERIES

VU's MFS covers a wide array of topics and perspectives on diverse cultures intended to stimulate debate, discussion and critical thinking.
Time: 8 p.m. Place: Crusader Rm.
(unless otherwise noted)

Sept. 29 "Facing The Facade"
A film about student race relations at Indiana University Bloomington.

Oct. 6 "Conjure Women
In this film, we meet four African-American female artists who speak of their personal experiences (on race & gender) through their art.

Oct. 13 "German Immigrants
This documentary focuses on the traditions, culture, religion and community of Indianapolis' largest ethnic group.

"Chinese Americans"
This film explores the history of Chinese-American immigrants and their valuable contributions to American culture.

October 28
MLK Center
5 –6:30 p.m.
"The Way Home"
A film on women from a cross-section of culture who come together to share their ethnic, cultural and racial experiences.

Nov. 3
8 p.m.
Crusader Rm.
"Race & Ethnicity"
This film shows the difference between prejudice, discrimination, and racism through the eyes of people of color.

DIVIDED SISTERS

DS Study Circles serve as a forum for discussion and dialogue on race, ethnicity, religion & gender issues while also looking at ways to 'bridge the gap' between and among women from diverse backgrounds. ***Men are welcome to attend!*** **The Study Circle meets at the MLK Center from 5 – 6:30 p.m.** Dinner is provided unless a potluck is noted.

Sept. 8 Topic: "Getting To Know You" & Icebreakers"
Oct. 28 Topic: Film- "The Way Home"
A film on women from a cross-section of cultures. Discussion follows film.
Nov. 11 Topic: Continued discussion: "The Way Home."

INTERRACE SERIES

VU's own 'real world'

8 p.m. to 10 p.m.
MLK Center
Film: "An American Love Story"

Come and watch a weekly series about the every day experiences of an interracial family. These are 'real people' shown in real situations. Join our Study Circle group as we follow the lives of Bill (a jazz musician), Karen (a corporate manager), and their daughters Cicily (a senior in religious studies at Colgate University, and Chaney (a seventh grader). The ordinary and extraordinary moments in their lives will spark important conversations about race, membership, and identity.

The episodes will be shown twice throughout the semester for six weeks. Mark your calendars for the following dates. For a complete summary of each week's episodes, check out Valparaiso Union's "Cultural Arts Calendar of Events."

HISPANIC SCHOLARSHIP FUND NOW TAKING APPLICATIONS

Applications are now available through OMP. Deadline: October 15, 1999. Awards range from: **$500-$2500 (awarded in Spring 2000).** Minimum eligibility requirements:

- **Be of at least half Hispanic background (one parent fully Hispanic, or both parents half Hispanic)**
- **Be a full-time student at an accredited college**
- Be a U.S. citizen or permanent resident of the U.S.
- Have completed a minimum of 15 college units
- Have a minimum GPA of 2.5.

For more information about HSF, visit WWW.HSF.net.

GS 200: NEW COURSE ON RACE RELATIONS

MLK Day 2000 will mark the launch of a 'new' course, GS 200: **Study Circle on Race Relations**, a one credit discussion-based course. Students will explore their differences, establish common ground, and engage in an action plan to improve race relations at VU and in the community. The course is offered on Monday and Tuesday nights from 7-8:30 p.m.

Students interested in signing up should contact one of the following instructors: Jose Arredondo, Jane Bello-Brunson, Jane Claiborne, Rosalind Duplechain, Andrea Greenwood, Gregory Jones, Jim Kingsland, or Peter Mercer-Taylor.

CHECK THIS OUT!!!

NATIVE AMERICAN SCHOLARSHIP FUND
NASF has funds to assist 22[illegible] Native American Indian students. For more info., contact OMP.

UPCOMING FIELD TRIPS OFFER EXCITING CULTURAL EXPERIENCE

Field trips offer students an opportunity to take advantage of cultural programs from the surrounding cities at minimal costs or free of charge, depending on the event and the sponsors. The following are possible trips being planned by OMP in collaboration with other organizations and depending on student interest. **If interested, contact Dave Moulton or Tahnee Jones in OMP!**

- **September 5** – Pow Wow in South Bend
- **October 24** – Black Ensemble Theatre's "Live At Harlem Square" (based on Sam Cooke)
- **Oct. 29-31** – DanceAfrica Chicago Performance
- **November 12** – 1st Annual NWI Latino 'Pachanga' at IUN

FALL CONFERENCES

Conferences offer networking and educational opportunities. The following are upcoming conferences in the Midwest. Students interested in attending should contact OMP for additional information.

- **Oct. 6-10** – Hispanic Leadership Conference (Chicago)
- **Oct. 15-16**—Hispanic Alliance for Career Enhancement (Chicago).
- **Oct. 21-23**—Annual Gwendolyn Brooks Writers' Conference at Chicago State University
- **Nov. 6-12**—Annual Hispanic Coordinating Council Conference (Indiana)

For more info., contact Freddy Diaz or Naomi Kinsey, OMP.

FACES OF AMERICA:

Voices of Valpo

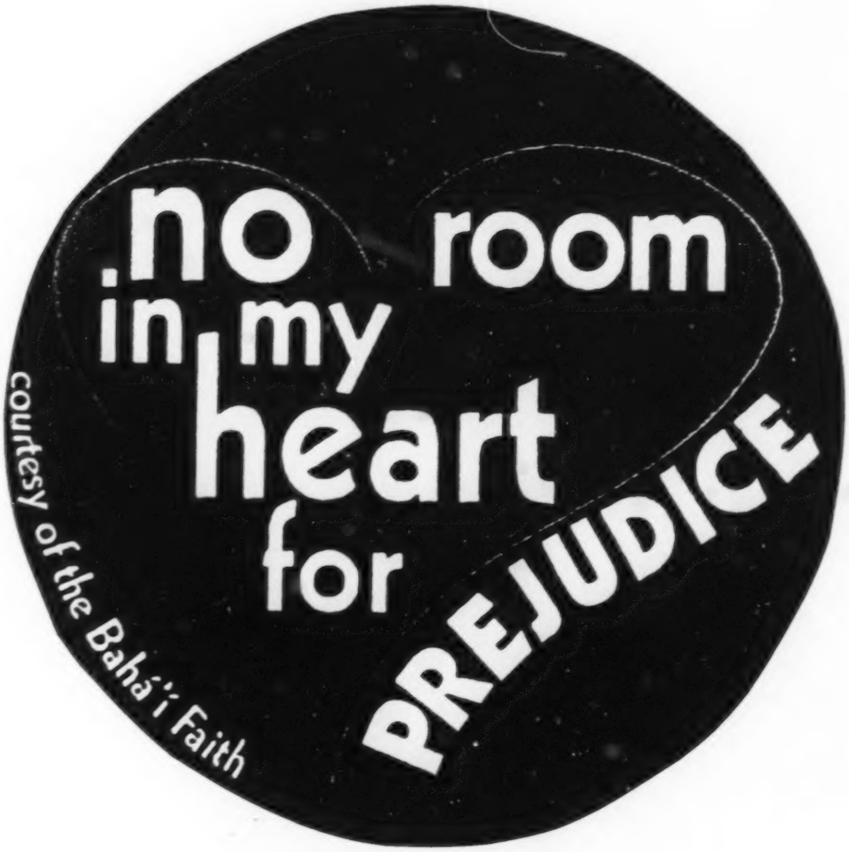
A group of VU's talented students helped OMP plan and present this year's diversity program to new students on August 23. The program, "Faces of America: Voices of Valpo," promoted diversity awareness through monologues, poetry, music, and short essays. So far, the feedback from students has been very positive! OMP will present this program to other groups on campus and the community-at-large throughout the year.

BEST COPY AVAILABLE

Where Would The World Be Without Black People?

Viewing racism as America's most challenging issue, the Baha'i faith has been committed for over a century to improving the conditions of minority groups and achieving racial integration and justice in America. One of its many efforts to achieve this goal is the distribution of the brochure on the following three pages.

This brochure "Where Would The World Be Without Black People?" could easily be used as the basis for a diversity classroom activity. Students or teams of students could be assigned a different racial/ethnic culture to research the contributions that each has made to civilization. Reports and similar visual aids could be made of each culture and shared with the other members of the class.


no room in my heart for PREJUDICE
courtesy of the Bahá'í Faith

WHERE WOULD THE WORLD BE WITHOUT BLACK PEOPLE?

C-172

This booklet is a gift of the Baha'i Assembly of Indianapolis

For more info: 925-5903

http://www.indybahai.org

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Spiritual Assembly of the Baha'is of Indianapolis

WHERE WOULD THE WORLD BE WITHOUT BLACK PEOPLE?

One morning a little boy named Theo woke up and asked, "Mom, what if there were no black people in the world?"

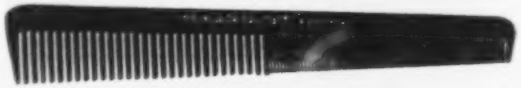
His mother answered, "Son, follow me around today, and let's see what it would be like if there were no black people. Now, go get dressed and we will get started.

Theo ran to his room to put on his clothes and shoes. His shoes were missing and his clothes were all wrinkled.

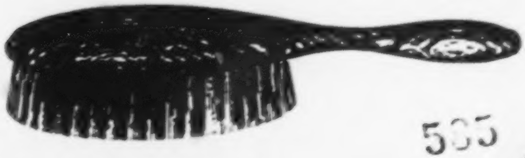
His mother reached for the ironing board but it was no longer there. You see Sarah Boone, a black woman, invented the ironing board and Jan E. Matzelinger, a black man invented the shoe lasting.

"Oh well," said Theo's mother. "Please go do something to your hair."

Theo ran to his room, but he could not find his comb.



You see, Walter Sammons, a black man, invented the comb. Theo's brush was gone too, because Lydia O. Newman, a black woman invented the brush.



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Well, Theo was a sight: no shoes, wrinkled clothes, hair a mess. Mom's hair was a mess too, without the hair care inventions of Madame C. J. Walker.

Mom told Theo, "Let's do our chores, and then take a trip to the grocery store.

Theo's job was to sweep the floor. He swept and swept, but when he reached for the dustpan, it was not there. You see, Lloyd P. Ray, a black man, invented the dustpan. Theo swept his pile of dirt into the corner.

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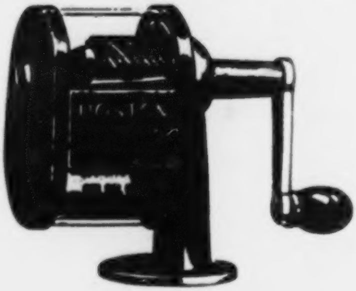
Then he decided to mop the floor, but the mop was gone. Thomas W. Stewart, a black man, invented the mop.

Theo yelled, "Mom, I'm not having any luck."

His mom said, "Let me finish washing these clothes. Then we will make a grocery list."

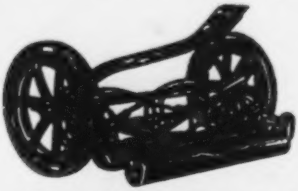
When the wash finished, she went to place the clothes in the dryer, but it was gone. You see, George T. Samon, a black man, invented the clothes dryer.

Mom asked Theo to get a pencil and paper to make their list for the market. So Theo ran for the paper and pencil but noticed the pencil lead was broken. He was out of luck because John Love, a black man, invented the pencil sharpener.

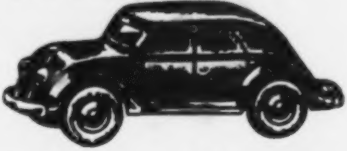


Mom reached for a pen, but it was not there because William Purvis, a black man, invented the fountain pen. As a matter of fact, Lee Burridge invented the type writing machine, and W. A. Lovette, the advanced printing press.

Theo and his mother decided to go to the market. When Theo opened the door he noticed the grass was as high as he was tall. You see, the lawn mower was invented by John Burr, a black man.

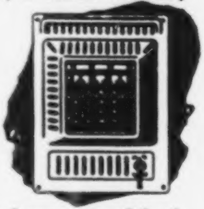


Theo and his mother made their way to their car, and found it just wouldn't go. You see, Richard Spikes, a black man, invented the automatic gear shift and Joseph Gammel invented the supercharge system for internal combustion engines.



Theo and his mom saw that the few cars moving on the road were running into each other because there were no traffic signals. You see, Garrett A. Morgan, a black man, invented the traffic light.

Well, it was getting late, so Theo and his mom walked to the market, got their groceries and returned home. Just when they were about to put away the milk, eggs, and butter, they noticed the regrigerator was gone. You see, John Standard, a black man, invented the refrigerator. So Theo and his mom left the food on the counter. By this time, Theo noticed he was getting mighty cold. Mom went to turn up the heat, and what do you know? Alice Parker, a black woman, invented the heating furnace.

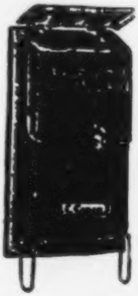


Even in the summer time they would have been out of luck because Frederick Jones, a black man, invented the air conditioner.

It was almost time for Theo's father to arrive home. He usually took the bus. But there was no bus, because its precursor was the electric trolley, invented by another black man, Elbert R. Robinson.

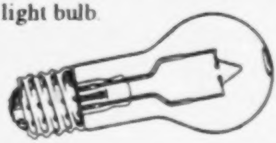
Theo's Dad usually took the elevator from his office on the 20th foor, but there was no elevator because Alexander Miles, a black man, invented the elevator.

Theo's dad also usually dropped off the office mail at a nearby mailbox, but it was no longer there because Philip Downing, a black man, invented the letter drop mail box and William Barry invented the postmarking and canceling machine.



Theo and his mother sat at the kitchen table with their head in their hands. When their father arrived he asked, "Why are you sitting in the dark?"

Why? Because Lewis Howard Latimer, a black man, invented the filament within the light bulb.



Theo had learned what it would be like if there were no black people in the world.

Not to mention if he were ever sick and needed blood. Charles Drew, a black man, was the scientist who found a way to preserve and store blood, which led to his starting the world's first blood bank.

And what if a family member had to have heart surgery? This would be impossible without Dr. Daniel Hale Williams, a black doctor who performed the first open-heart surgery.

So if you ever wonder, like Theo, where would the world be without black people--Well, it's pretty plain to see. We would still be in the dark!

Anonymous